DOCUMENT RESUME

ED 053 507 EC 032 885

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TITLE Status Report for the Program for the Education of Exceptionally Talented Children, 1969-1970.
INSTITUTION North Carolina State Dept. of Public Instruction, Raleigh. Div. of Special Education.
PUB DATE 70
NOTE 90p.

EDRS PRICE EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS Annual Reports, *Exceptional Child Education, *Gifted, *Program Evaluation, Special Classes, State Aid, *State Programs, State Surveys, Statistical Data
IDENTIFIERS *North Carolina

ABSTRACT

The fifth in a series of annual reports, the status report describes the overall North Carolina Program for Exceptionally Talented Children as instituted by local school units for the school year 1969-1970, evaluating the educational program against predetermined criteria. Statistical data are presented about all known gifted and talented (GT) programs in the state and about those programs administered by the Gifted and Talented Section, Division of Special Education, Department of Public Instruction, which is awarded GT Teacher Allotments by the State Board for assignment to qualifying local units. The report indicates that GT pupil selections were in accordance with public school laws; that the number of GT Teacher Allotments for 1969-70 (240) increased by only one over the previous year; that the gifted curriculum did not appear recognizably different from the general curriculum; and that, despite rapid growth of the GT program in recent years, an estimated 81.3% of pupils eligible for GT programs are not placed in such. (KW)

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STATE DEPARTMENT

A STATUS REPORT / 1969-70

PROGRAM FOR THE EDUCATION OF

exceptionally talented children

STATE DEPARTMENT OF PUBLIC INSTRUCTION / RALEIGH, N. C.

EC032885

Fifth Annual

STATUS REPORT FOR THE PROGRAM FOR THE EDUCATION OF EXCEPTIONALLY TALENTED CHILDREN

An Analysis by Walter R. Jacobs, Jr.

1969-1970

DIVISION OF SPECIAL EDUCATION

George A Kahdy, Director

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(OR GIFTED AND TALENTED) CHILDREN

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PART I INTRO

BACKGROUND AND PURPOSE

The 1959 North Carolina General Assembly establish
a plan for educating "exceptionally talented children"
educational program that evolved has been evaluated per
the findings have been reported, customarily, in a seri
report. It describes the overall North Carolina Progra
instituted by local school units in the spring and summ
from September, 1969, through June, 1970.

TERMS AND DEFINITIONS

The term "exceptionally talented" or (ET) is used
"gifted and talented" or (GT). The latter was introduc
Department of Public Instruction as part of a major rec
child or youth who is distinguishable by his better-tha
operational definition of such, governing the eligibili
is given below from Article 38, Public School Laws of N

PART I INTRODUCTION

ina General Assembly established a commission to structure the framework of eptionally talented children" within the public schools of the State. The evolved has been evaluated periodically against predetermined criteria, and orted, customarily, in a series of status reports. This is the fifth such overall North Carolina Program for Exceptionally Talented Children as units in the spring and summer months of 1969 for the school year extending ough June, 1970.

lly talented" or (ET) is used interchangeably in this report with the term (GT). The latter was introduced in October, 1969, by the North Carolina ruction as part of a major reorganization. However, both terms refer to a tinguishable by his better-than-average ability for abstract thought. An such, governing the eligibility of a pupil for admission to the GT program, le 38, Public School Laws of North Carolina, 1967, as amended:

An exceptionally talented or gifted and talented child means
school system of North Carolina who has satisfied the following re

1. scored at least 120 IQ points on a standardized group tes
2. produced average or better scores on a standardized group achievement;
3. produced a majority of "A" and "B" report card grades;
4. received favorable written recommendations from his teac

A gifted and talented program, or GT program, as mentioned in thi situation which generally consists of:

1. the GT pupils selected by the operational definition and grou
2. one or more teachers designated to meet regularly with the GT
3. a curriculum aimed at enrichment rather than acceleration and from that routinely provided for average learners.

SCOPE: THE GT SECTION AND THE GT TEACHER ALLOTMENT

Part III of this report gives statistical data about all known GT period. Part II is concerned solely with those programs administered Section, Division of Special Education, North Carolina Department of P

---

[1]Although this definition does not mention the time span within w all be in evidence, the typical GT pupil had met each qualification wi his selection.

eptionally talented or gifted and talented child means a pupil in the public
em of North Carolina who has satisfied the following requirements:[1]
ored at least 120 IQ points on a standardized group test of intelligence;
oduced average or better scores on a standardized group test of academic
hievement;
oduced a majority of "A" and "B" report card grades;
ceived favorable written recommendations from his teachers and/or principal.

d talented program, or GT program, as mentioned in this report refers to an educational
generally consists of:
pupils selected by the operational definition and grouped for academic instruction;
more teachers designated to meet regularly with the GT group;
culum aimed at enrichment rather than acceleration and one recognizably different
at routinely provided for average learners.

ECTION AND THE GT TEACHER ALLOTMENT

this report gives statistical data about <u>all</u> known GT programs during the reporting
is concerned solely with those programs administered by the Gifted and Talented
n of Special Education, North Carolina Department of Public Instruction.

his definition does not mention the time span within which these requirements must
ce, the typical GT pupil had met each qualification within one year of the time of

Each year, since the Program's inception, the North Carolina S
a predetermined number of GT teacher allotments to the Section for
which have submitted proposals for programs. The allotments pay th
for local supplements) for one school year. The purpose is to prov
for gifted pupils, positions above the normal quota for a school un
exclusively on these allotments to establish or expand their GT pro
support from local funds, ESEA Title III allotments, base allotment
It is the statistical data on programs in these latter four categor
with information on GT teacher allotted programs.

For the 1969-70 school year, 240 such Gifted and Talented Teac
the State Board to the Section for assignment to qualifying units.
of the State's gifted program is reflected in Part II.

METHOD OF DATA COLLECTION

Table 1 gives a complete listing of all letters and forms sent
in connection with the 1969-70 GT program. In sum, all of the info
used for three purposes:

1. to select programs to be funded by GT teacher allotments;

---

[2]The North Carolina State Board of Education allots teaching p
administrative units on the basis of average daily attendance. Th
[3]The State Board also gives to school administrative units one
of 15 Base Allotments.

he Program's inception, the North Carolina State Board of Education has awarded
of GT teacher allotments to the Section for assignment to local school units
roposals for programs. The allotments pay the salary of the GT teacher (except
for one school year. The purpose is to provide for additional teaching positions
tions above the normal quota for a school unit. However, units do not rely
lotments to establish or expand their GT programs; many receive financial
s, ESEA Title III allotments, base allotments,[2] and/or 1 for 15 allotments.[3]
ata on programs in these latter four categories which is combined in Part III
teacher allotted programs.
hool year, 240 such Gifted and Talented Teacher Allotments were awarded by
Section for assignment to qualifying units. Data about this singular aspect
rogram is reflected in Part II.

ION

mplete listing of all letters and forms sent to each school administrative unit
1969-70 GT program. In sum, all of the information sent in by the units was
s:

grams to be funded by GT teacher allotments;

a State Board of Education allots teaching positions primarily to local school
the basis of average daily attendance. These positions are called Base Allotments.
also gives to school administrative units one teaching position for each group

TABLE 1

LETTERS AND FORMS USED FOR DATA CO

TITLE	DATE CIRCULATED
Letter Requesting Application for Personnel to Work With ET Pupils[a]	May 1, 1969 to June 30,
Application for Personnel to Work With ET Pupils	May 1, 1969 to June 30,
Outline of Instructional Programs for ET Children	May 1, 1969 to June 30,
Class Roster of ET Pupils	May 1, 1969 to June 30,
Letter Requesting Lists of Teachers Assigned to Teach ET Pupils	Sept. 12, 1969 to Oct.
List of Teachers Assigned to Teach ET Pupils	Sept. 12, 1969 to Oct.
Memo Requesting Tally of Students Receiving Instruction in Special "High Ability" Classes	Oct. 28, 1969 to Dec.

[a]The term ET, exceptionally talented, is used interchang
talented.

TABLE 1

LETTERS AND FORMS USED FOR DATA COLLECTION

TLE	DATE CIRCULATED	INFORMANT	APPENDIX REFERENCE
Application for With ET Pupils[a]	May 1, 1969 to June 30, 1969	Superintendent	A-1
rsonnel to Work	May 1, 1969 to June 30, 1969	Superintendent	A-2
tional Programs	May 1, 1969 to June 30, 1969	Supervisor	A-3
Pupils	May 1, 1969 to June 30, 1969	Supervisor and/or Teacher	A-4
Lists of Teachers ET Pupils	Sept. 12, 1969 to Oct. 30, 1969	Supervisor	B-1
Assigned to Teach	Sept. 12, 1969 to Oct. 30, 1969	Supervisor	B-2
ally of Students tion in Special asses	Oct. 28, 1969 to Dec. 31, 1969	Superintendent	C

, exceptionally talented, is used interchangeably with the term GT, gifted and

2. to provide feedback to all North Carolina scho
general caliber of these selected programs--a
3. to give an accounting of <u>all identified</u> gifted
during the 1969-70 school year in a gifted pro
funding source.

UTILIZATION OF STATUS REPORT INFORMATION

The data herein are directed primarily to state an
special program directors, as they may be more likely to
ments. However, principals, teachers of gifted and tal
psychologists may find Part II to be of particular valu
of single candidates. This part may also have utility

---

[4]The count of North Carolina school administrative

e feedback to all North Carolina school administrative units[4] about the
aliber of these selected programs--a function of this report;
n accounting of <u>all identified</u> gifted and talented pupils who were enrolled
e 1969-70 school year in a gifted program, irrespective of the program's
ource.

TUS REPORT INFORMATION

ein are directed primarily to state and local superintendents, supervisors and
irectors,as they may be more likely to use it for future administrative adjust-
principals, teachers of gifted and talented pupils, guidance counselors and
find Part II to be of particular value in gauging the eligibility qualifications
tes. This part may also have utility for curriculum planners in general.

f North Carolina school administrative units as of September 30, 1969, was 155.

PART II PROGRAMS WITH GIFTED AND TALENTED T

PREDETERMINED CRITERIA AND SELECTION PROCESS

The 240 GT teacher allotments cited in Part I represented ar
that awarded for the 1968-69 school year. In view of this, a loc
automatically considered for the same number of 1969-70 allotmen
If, upon review of the unit's program proposal, its gifted pupil
eligibility requirements, the allotments were given final approv
those few instances where the allotments were available for tran
were rated in order of priority as follows:

1. eligibility of gifted pupil population in terms of the
2. availability of qualified instruction staff;
3. inclusion of research as a goal, especially if aimed at
   criteria for pupils with "hidden talents and abilities;
4. placement at the elementary grade levels.

Since very few units had included research as a goal and since m
at the senior high school level, the third and fourth priorities
<u>new recognizably different</u> programs.

PART II PROGRAMS WITH GIFTED AND TALENTED TEACHER ALLOTMENTS

CRITERIA AND SELECTION PROCESS

T teacher allotments cited in Part I represented an increase of only one allotment over
or the 1968-69 school year. In view of this, a local school administrative unit was
considered for the same number of 1969-70 allotments that it had during the 1968-69 year.
w of the unit's program proposal, its gifted pupil population generally satisfied the
quirements, the allotments were given final approval by the State Superintendent. In
ances where the allotments were available for transfer, the criteria for program selection
order of priority as follows:

bility of gifted pupil population in terms of the operational definition;

ability of qualified instruction staff;

sion of research as a goal, especially if aimed at modifying the eligibility
ria for pupils with "hidden talents and abilities;"

ment at the elementary grade levels.

units had included research as a goal and since most of the established programs were
high school level, the third and fourth priorities were given more weight in selecting
ly different programs.

THE SELECTED PUPILS

Overall enrollment 11,553 pupils were identified for placem an increase of only 78 pupils over the 1968-69 enrollment of 11,474 in view of the single 1969-70 teacher allotment increase. Moreover, much increase in enrollment over the past three years. On the assum flected the availability of allotments, two interpretations can be m limit to the State's financial involvement in gifted programs and (involvement by the local school administrative units was made. More allotments is reported in Part III.

TABLE 2

PUPILS ENROLLED IN EXCEPTIONALLY TALENTED CLASSE

SCHOOL YEAR	ENROLLMENT[a]	SCHOOL YEAR	ENROL
1969-70	11,553	1963-64	7,5
1968-69	11,475	1962-63	5,2
1967-68	11,351	1961-62	2,(
1966-67	10,397[b]	1960-61	
1965-66	10,379[b]	1959-60	
1964-65	8,810[b]	1958-59	

[a]Compiled as of June 30 for the respective years.
[b]Approximated figures.

ment 11,553 pupils were identified for placement in the ET program. This was
78 pupils over the 1968-69 enrollment of 11,474 pupils which was very understandable
e 1969-70 teacher allotment increase. Moreover, Table 2 shows that there was not
collment over the past three years. On the assumption that pupil enrollment re-
lity of allotments, two interpretations can be made: (1) there was a fairly stable
s financial involvement in gifted programs and (2) maximum utilization of that
local school administrative units was made. More about the utilization of teache
ted in Part III.

TABLE 2

PUPILS ENROLLED IN EXCEPTIONALLY TALENTED CLASSES--1958 - 1970

SCHOOL YEAR	ENROLLMENT[a]	SCHOOL YEAR	ENROLLMENT[a]
1969-70	11,553	1963-64	7,530[b]
1968-69	11,475	1962-63	5,206[b]
1967-68	11,351	1961-62	2,065[b]
1966-67	10,397[b]	1960-61	414[b]
1965-66	10,379[b]	1959-60	262[b]
1964-65	8,810[b]	1958-59	196[b]

f June 30 for the respective years.
figures.

Enrollment by subject area The GT Programs which had Gifted and Talent characterized by the fact that the selected pupils were grouped for instructio breaks down the 11,553 pupil enrollment into the types of classes, subject area blocks. It shows that grade level block 9-12 had the highest total enrollment The overwhelming majority of that number, 5,044, were in language arts classes school total enrollment was second highest with 3,358 pupils; most of them, 1, arts-social studies classes. The elementary school total was the lowest again of pupils in self-contained classes. Even though the program as a whole refle ability, 5,044 of the total enrollment of 11,553 were in one narrow area, lang the senior high school level. Four factors could have accounted for this:

1. the greater availability of qualified language arts teachers;
2. higher qualifying scores by the pupils in the language arts areas;
3. the greater availability of language arts reference materials;
4. less scheduling problems in setting up the classes.

In any case, the implication from the data was for more expansion into the low other subject areas.

Qualifying scores Table 4 reports a summary of the IQ and achievement by the selected pupils. The mean IQ scores show that the "typical" pupil in t minimum IQ requirement of 120. The standard deviations and especially the ran

bject area The GT Programs which had Gifted and Talented Allotments were
fact that the selected pupils were grouped for instructional purposes. Table 3
3 pupil enrollment into the types of classes, subject areas and/or instructional
t grade level block 9-12 had the highest total enrollment with 6,245 pupils.
rity of that number, 5,044, were in language arts classes. The junior high
nt was second highest with 3,358 pupils; most of them, 1,141, were in language
lasses. The elementary school total was the lowest again with the largest number
tained classes. Even though the program as a whole reflected curriculum vari-
total enrollment of 11,553 were in one narrow area, language arts classes at
l level. Four factors could have accounted for this:
availability of qualified language arts teachers;
fying scores by the pupils in the language arts areas;
availability of language arts reference materials;
ing problems in setting up the classes.
ication from the data was for more expansion into the lower grade levels and into

s Table 4 reports a summary of the IQ and achievement test scores attained
s. The mean IQ scores show that the "typical" pupil in the program met the
t of 120. The standard deviations and especially the ranges reveal that a small

TABLE 3

NUMBER AND PERCENT OF PUPILS ENROLLED
IN GIFTED AND TALENTED CLASSES FOR THE 1969-70 Y

(As of June 30, 1969)

Grade Level Block	Types of Classes, Subject Areas, or Instructiona																	
	Self Contained		Language Arts		Lang. Arts Soc. Stud.		L.A.,S.S. Fr. Lang.		L.A.,S.S. Math		L.A.,S.S. Math, Sci.		Lang.Arts Math		Lang.Arts Math, Sci.		Lang Sci	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	
2-6	1048	9.07	143	1.24	50	.43	106	.92			124	1.07	169	1.46	25	.22		
7-8	523	4.53	576	4.99	1141	9.88	104	.90	26	.23	561	4.86			189	1.63		
9-12	79	.68	5044	43.66	528	4.57							197	1.71			137	
TOTALS	1650	14.28	5763	49.89	1719	14.88	210	1.82	26	.23	685	5.93	366	3.17	214	1.85	137	

[a]The classes refer only to the 240 gifted and talented (GT) teacher allotments. Info
classes during the 1969-70 year is given in Part III.

[b]The 49 pupils indicated here were not grouped, per se. They attended regular classes
a guidance counselor.

TABLE 3

NUMBER AND PERCENT OF PUPILS ENROLLED
TED AND TALENTED CLASSES FOR THE 1969-70 YEAR[a]

(As of June 30, 1969)

of Classes, Subject Areas, or Instructional Blocks																	
,S.S. ath		L.A.,S.S. Math, Sci.		Lang.Arts Math		Lang.Arts Math, Sci.		Lang.Arts Science		Math		Science		Social Studies		Guidance		Totals	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
		124	1.07	169	1.46	25	.22			72	.62	164	1.42			49[b]	.42	1,950	16.87
	.23	561	4.86			189	1.63			55	.48	161	1.39	22	.19			3,358	29.08
				197	1.71			137	1.18	154	1.33	33	.29	73	.63			6,245	54.05
	.23	685	5.93	366	3.17	214	1.85	137	1.18	281	2.43	358	3.10	95	.82	49	.42	11,553	100.00

nd talented (GT) teacher allotments. Information pertaining to enrollment in all known
III.
ed, per se. They attended regular classes and received special counseling services from

TABLE 4

INTELLIGENCE QUOTIENT MEANS, STANDARD DEVIATIONS, AND RANGES

(As of June 30, 1969)

N = 11,553

Grade Level Block	Mean IQ Score	Standard Deviation	Range
2-6	125.82	8.02	106 - 158
7-8	125.55	6.76	105 - 165
9-12	125.37	6.66	95 - 166

TABLE 5

MEAN LEVELS OF ACADEMIC ACHIEVEMENT

(As of June 30, 1969)

N = 11,553

Grade Level Block		Mean Grade Equivalent Years
2-6	AT	2.2
7-8	GRADE	2.3
9-12	LEVEL	2.5

percentage of the pupil population was below the State's minimum standard. Howe
was of less magnitude than any similar one reported in previous status reports.
administrative units continued to give regard to the IQ requirement.

Table 5 gives a summary of academic achievement test results for this popul
prior to their entry into classes. At all grade level blocks, the mean level o
scores were converted to absolute units) was at least 2.0 grade equivalent years
level. This was well in advance of the minimum standard cited in the operationa
eligibility. Of course, the data in Table 5 are reported in terms of mean scor
the pupils could have scored below the standard.

These data show that the selected pupils on the average had basic "convent
above that of other pupils of like chronological age. In view of current resea
inadequacies of most ability tests to discern relatively "unconventional" kinds
an anachronism to continue calling this pupil population "gifted and talented."
indicate that the pupils were selected in accordance with the existing North Ca

CLASSROOM PROGRAM AND THE TEACHER

Part II to this point has discussed general program criteria, pupil enroll
arrangements in subject areas. Information pertaining to more specific classro
data about teacher qualifications, is reflected in combined fashion in Table 6.
in this manner for convenience; it was all taken from the same questionnaire.[5]

[5]The questionnaire is reflected in this report as Appendix A-3.

pil population was below the State's minimum standard. However, this discrepancy
e than any similar one reported in previous status reports. Apparently, the school
continued to give regard to the IQ requirement.

summary of academic achievement test results for this population of gifted pupils
into classes. At all grade level blocks, the mean level of achievement (when the
d to absolute units) was at least 2.0 grade equivalent years above the actual grade
l in advance of the minimum standard cited in the operational definition for
rse, the data in Table 5 are reported in terms of mean scores; a small number of
e scored below the standard.

that the selected pupils on the average had basic "conventional" academic skills
pupils of like chronological age. In view of current research indicating the
ability tests to discern relatively "unconventional" kinds of talent, it may be
ntinue calling this pupil population "gifted and talented." Nevertheless, the data
pils were selected in accordance with the existing North Carolina law.

ND THE TEACHER

s point has discussed general program criteria, pupil enrollment and overall grouping
ject areas. Information pertaining to more specific classroom provisions, including
qualifications, is reflected in combined fashion in Table 6. The data are reported
convenience; it was all taken from the same questionnaire.[5] Proceeding through the

aire is reflected in this report as Appendix A-3.

TABLE 6

1969-70 SUMMARY OF CLASSROOM PROGRAMS
SUPPORTED BY A GIFTED AND TALENTED (GT) TEACHER A

N = 238[a]: 58, grades 2-6; 108, grades 7-8; 72, gra

	PROG	
	Grades 2-6	
	N	%
1. Scheduling procedures		
a. Amount of GT pupils' weekly classroom time allotted for independent study		
Alternatives		
0 - 10%	3	5
11 - 20%	(32)[b]	(55)
more than 20%	23	40
b. Extent of GT pupils' classroom association with pupils of average ability		
Alternatives		
none	(21)	(36)
once or twice a week	10	17
less than 1 hour daily	6	10
1 - 3 hours daily	11	19
more than 3 hours daily	10	17

[a]The overall total of Gifted and Talented programs supported by a
240. However, information about instructional programs in two was not
[b]Circled numbers indicate modes.

TABLE 6

1969-70 SUMMARY OF CLASSROOM PROGRAMS
SUPPORTED BY A GIFTED AND TALENTED (GT) TEACHER ALLOTMENT

= 238[a]: 58, grades 2-6; 108, grades 7-8; 72, grades 9-12.

	PROGRAM LEVEL					
	Grades 2-6		Grades 7-8		Grades 9-12	
	N	%	N	%	N	%
ures						
T pupils' weekly me allotted for study						
	3	5	8	7	13	18
	(32)[b]	(55)	(63)	(58)	(42)	(58)
%	23	40	37	34	17	24
pupils' classroom with pupils of average						
	(21)	(36)	8	7	13	18
e a week	10	17	23	21	0	0
hour daily	6	10	14	13	0	0
daily	11	19	(46)	(43)	27	38
hours daily	10	17	17	16	(32)	(44)

l of Gifted and Talented programs supported by a State teacher allotment was
tion about instructional programs in two was not available.
indicate modes.

TABLE 6, continued

	Grades N
2. Methods	
a. Time devoted to team teaching	
Alternatives	
none	20
occasionally	(31)[a]
practically always	7
b. Time devoted to programmed instruction	
Alternatives	
none	14
occasionally	(44)
practically always	0
c. Use of a basal text	
Alternatives	
none	5
once or twice a week	19
daily	(34)
No Answer	0

[a]Circled numbers indicate modes.

ed

	PROGRAM LEVEL					
	Grades 2-6		Grades 7-8		Grades 9-12	
	N	%	N	%	N	%
evoted to team teaching						
natives						
	20	34	37	34	(45)	(63)
onally	(31)[a]	(53)	(56)	(52)	25	35
ically always	7	12	15	14	2	3
devoted to programmed uction						
natives						
	14	24	26	24	(36)	(50)
ionally	(44)	(76)	(81)	(76)	35	49
ically always	0	0	1	1	1	1
f a basal text						
natives						
	5	9	6	6	7	10
or twice a week	19	33	42	39	(49)	(68)
	(34)	(59)	(59)	(55)	16	22
No Answer	0	0	1	1	0	0

umbers indicate modes.

TABLE 6, continued

	Grade N
3. Proportion of class membership in GT classes during 1968-69 school year	
Alternatives	
approximately 1/4 or less	(25)[a]
approximately 1/2	6
approximately 3/4	6
almost all	19
No Answer	2
4. Local funds designated for special materials and equipment	
Alternatives	
0 - 24¢ per child	3
25¢ - 74¢ per child	8
75¢ - $1.00 per child	12
more than $1.00 per child	(34)
No Answer	1

[a]Circled numbers indicate modes.

class membership in GT
1968-69 school year

	PROGRAM LEVEL					
	Grades 2-6		Grades 7-8		Grades 9-12	
	N	%	N	%	N	%
1/4 or less	(25)[a]	(43)	35	32	6	8
1/2	6	10	18	17	12	17
3/4	6	10	8	7	12	17
	19	33	(45)	(42)	(39)	(54)
No Answer	2	3	2	2	3	4
esignated for special equipment						
nild	3	5	8	7	9	13
child	8	14	9	8	4	6
er child	12	21	16	15	19	26
00 per child	(34)	(59)	(71)	(66)	(40)	(56)
No Answer	1	2	4	4	0	0

ers indicate modes.

TABLE 6, continued

	PROGRA		
	Grades 2-6		Grade
	N	%	N
5. Teacher qualifications			
a. Class of teaching certificate			
Alternatives			
Graduate	16	28	18
"A"	(37)[a]	(64)	(87)
less than "A"	1	2	1
No Answer	4	7	2
b. Relationship of training to experience			
Alternatives			
in his/her field	(53)	(91)	(107)
out of his/her field	1	2	1
No Answer	4	7	0
c. Length of time teaching GT classes			
Alternatives			
less than 1 year	3	5	16
1 - 2 years	12	21	30
more than 2 years	(37)	(64)	(58)
No Answer	6	10	4

[a]Circled numbers indicate modes.

	PROGRAM LEVEL					
	Grades 2-6		Grades 7-8		Grades 9-12	
	N	%	N	%	N	%
rtificate						
	16	28	18	17	32	44
	(37)[a]	(64)	(87)	(81)	(39)	(54)
	1	2	1	1	0	0
swer	4	7	2	2	1	1
ning to						
	(53)	(91)	(107)	(99)	(70)	(97)
	1	2	1	1	0	0
swer	4	7	0	0	2	3
ning GT classes						
	3	5	16	15	9	13
	12	21	30	28	23	32
	(37)	(64)	(58)	(54)	(34)	(47)
swer	6	10	4	4	6	8

e modes.

15

TABLE 6, continued

	Grades 2-	
	N	%
6. Evaluative testing		
a. Standardized academic achievement tests to be administered in the spring of 1970		
Alternatives		
Yes	(31)[a]	(53)
No	24	41
No Answer	3	5
b. Other standardized tests/rating scales to be administered		
Alternatives		
none	7	12
once during the school year	(36)	(62)
2 or 3 times during the school year	12	21
No Answer	3	5

[a]Circled numbers indicate modes.

achievement
red in the

PROGRAM LEVEL					
Grades 2-6		Grades 7-8		Grades 9-12	
N	%	N	%	N	%
(31)[a]	(53)	(88)	(81)	(53)	(74)
24	41	12	11	14	19
3	5	8	7	5	7
7	12	28	26	17	24
(36)	(62)	(65)	(60)	(41)	(57)
12	21	7	6	7	10
3	5	8	7	7	10

swer

ests/rating
tered

ol year

the school year

swer

e modes.

table which is arranged in the same general order as the questionna

are made:

1. at all grade levels, the majority of pupils spent approxim
   time for independent study;
2. the older the gifted pupil the more likely he was to have
   classroom time with pupils of average ability;
3. team teaching was an occasional practice at the elementary
   was probably an infrequent practice at the senior high lev
4. programmed instruction also was more likely to have been a
   high school levels;
5. generally speaking, the classes at the junior and senior h
   percentages of their pupils with previous attendance in gi
6. irrespective of the State teacher allotment, most school u
   funds more than $1.00 per child for special materials and
7. the teacher of a gifted and talented class was more likely
   years experience teaching the gifted, to have an "A" teach
   teaching in his field;

---

[6] A Class A Certificate is issued by the North Carolina State D
successful completion in an accreditated college or university of c
work differentiated on the primary, elementary and high school leve

he same general order as the questionnaire, the following interpretations

, the majority of pupils spent approximately 11-20% of their classroom
t study;

d pupil the more likely he was to have spent a sizable portion of his
pupils of average ability;

n occasional practice at the elementary and junior high levels; it
requent practice at the senior high level;

ion also was more likely to have been a practice <u>below</u> the senior

the classes at the junior and senior high school levels had larger
r pupils with previous attendance in gifted classes;

State teacher allotment, most school units budgeted from local
00 per child for special materials and equipment;

fted and talented class was more likely to have had more than two
aching the gifted, to have an "A" teaching certificate,[6] and to be
ld;

is issued by the North Carolina State Department of Public Instruction after
accreditated college or university of certain specified and elective course-
rimary, elementary and high school level.

8. most of the school units had planned to conduct standard
tests in the spring of 1970; most of them also had plan
tests or rating scale evaluations at least once during

Questionnaire data pertaining to regular classroom situatio
the above eight interpretations were not comparable with interpr
Still, visual inspection (face validity) of the eight interpreta
indications of "recognizably different" classroom provisions for
method, the questionnaire, could have accounted for this. On th
enough "distinctiveness" built into each individual program so t
emerge as "recognizably different." Future status reports shoul

SUMMARY REMARKS.

Gifted and Talented (GT) Teacher Allotments for the 1969-7
reassigned to administrative units if their gifted pupil popula
requirements. Pupil enrollment for 1969-70 reflected little ch
years, reflecting to some extent the State's limit of financial
grouping arrangement showed that most of the pupils were in sen
Inspection of their standardized test scores confirmed their el
definition.

Questionnaire data indicated some specifics of the overall
did not reveal the program to be recognizably different from re
not really clear in this regard.

school units had planned to conduct standardized academic achievement
spring of 1970; most of them also had planned to conduct other standardized
ing scale evaluations at least once during the 1969-70 school year.
ta pertaining to regular classroom situations were not available. Therefore,
pretations were not comparable with interpretive data about regular classrooms.
ion (face validity) of the eight interpretations did not reveal them to be
nizably different" classroom provisions for the gifted. The information-getting
aire, could have accounted for this. On the other hand, there may not have been
ss" built into each individual program so that the overall State program would
ly different." Future status reports should attempt to clarify this issue.

nted (GT) Teacher Allotments for the 1969-70 school year were automatically
strative units if their gifted pupil populations met the State's eligibility
enrollment for 1969-70 reflected little change from that of the previous three
some extent the State's limit of financial involvement. This same enrollment by
showed that most of the pupils were in senior high school language arts classes.
standardized test scores confirmed their eligibility according to the operational

ata indicated some specifics of the overall gifted program; however, these specifics
rogram to be recognizably different from regular classroom programs. The data were
this regard.

PART III STATISTICAL OVERVIEW: THE ENTI

PREDETERMINED CRITERIA

Earlier in this report, it was mentioned that gifted pupils w
by an operational definition established by North Carolina Law. B
definition alone (no lower than 120), it is possible to estimate t
by school administrative unit who would be eligible, at least, for

Deviation IQ score 120 is between +1 and +2 standard deviatio
The corresponding interpolation shows that approximately ten perce
would score 120 or higher on standardized IQ tests, at large. The
ten percent of a school unit's entire pupil enrollment was taken t
of its "eligibles" for gifted programs. All enrollments used in o
September 30, 1969.

OVERALL ENROLLMENT FOR 1969-70

Of the 155 North Carolina school administrative units, 49 rep
GT or "high ability" classes as of September 30, 1969, and two did

---

[7]James J. Gallagher, ANALYSIS OF RESEARCH ON EDUCATION OF GIF
Office of the Superintendent of Public Instruction, 1969, p. 16.

[8]Harold G. Seashore, "Methods of Expressing Test Scores," TES
Psychological Corporation, New York, January, 1955, p. 8.

STATISTICAL OVERVIEW: THE ENTIRE GT PROGRAM

s mentioned that gifted pupils were selected for various GT programs
lished by North Carolina Law. By using the IQ provision of that
0), it is possible to estimate the number of North Carolina pupils
would be eligible, at least, for screening.[7]
tween +1 and +2 standard deviations from the theoretical mean score.[8]
ows that approximately ten percent of cases under the normal curve
ardized IQ tests, at large. Therefore, for purposes of this report,
tire pupil enrollment was taken to represent the approximate number
grams. All enrollments used in obtaining these estimates were as of

hool administrative units, 49 reported that they had not established
September 30, 1969, and two did not reply to the survey. These 51

OF RESEARCH ON EDUCATION OF GIFTED CHILDREN, State of Illinois:
blic Instruction, 1969, p. 16.
of Expressing Test Scores," TEST SERVICE BULLETIN No. 48, The
k, January, 1955, p. 8.

units may have had their own versions of gifted programs. However, as instruction was a key consideration in the determination of a "gifted a the 51 school units which either denied having GT classes or did not re the 1969-70 enrollment data.

Overall gifted pupil enrollment for the 1969-70 year in each of th reflected in Figures 1, 2 and 3--each Figure pertaining to units of one given to show also a comparison of "eligible" pupils (by aforementioned Two (7%) of the reporting large-sized units had at least one-half of th gifted programs; three (9%) of the middle-sized units had one-half of t (12%) of the small-sized units had one-half enrolled. The data were mo mark was used. Seven (23%) of the larged-sized units had at least one- in gifted programs; ten (30%) of the middle-sized units had one-third o sixteen (39%) of the small-sized units had one-third enrolled. In sum, smaller the school unit, the more likely it was to have had a larger pe enrolled in a gifted program. This appears to have implications for pr in the larger units.

Since the above analysis by school administrative units had the ob units (approximately one-third of the State), the overall State GT enro perhaps, by an analysis of its rate of growth. Table 7 gives this kind total enrollment of GT classes with the total public school enrollment total enrollment moved from a relatively small yearly increase to a dec

ad their own versions of gifted programs. However, as cited earlier, grouping for
a key consideration in the determination of a "gifted and talented program." Therefore,
its which either denied having GT classes or did not report such were not included in
llment data.

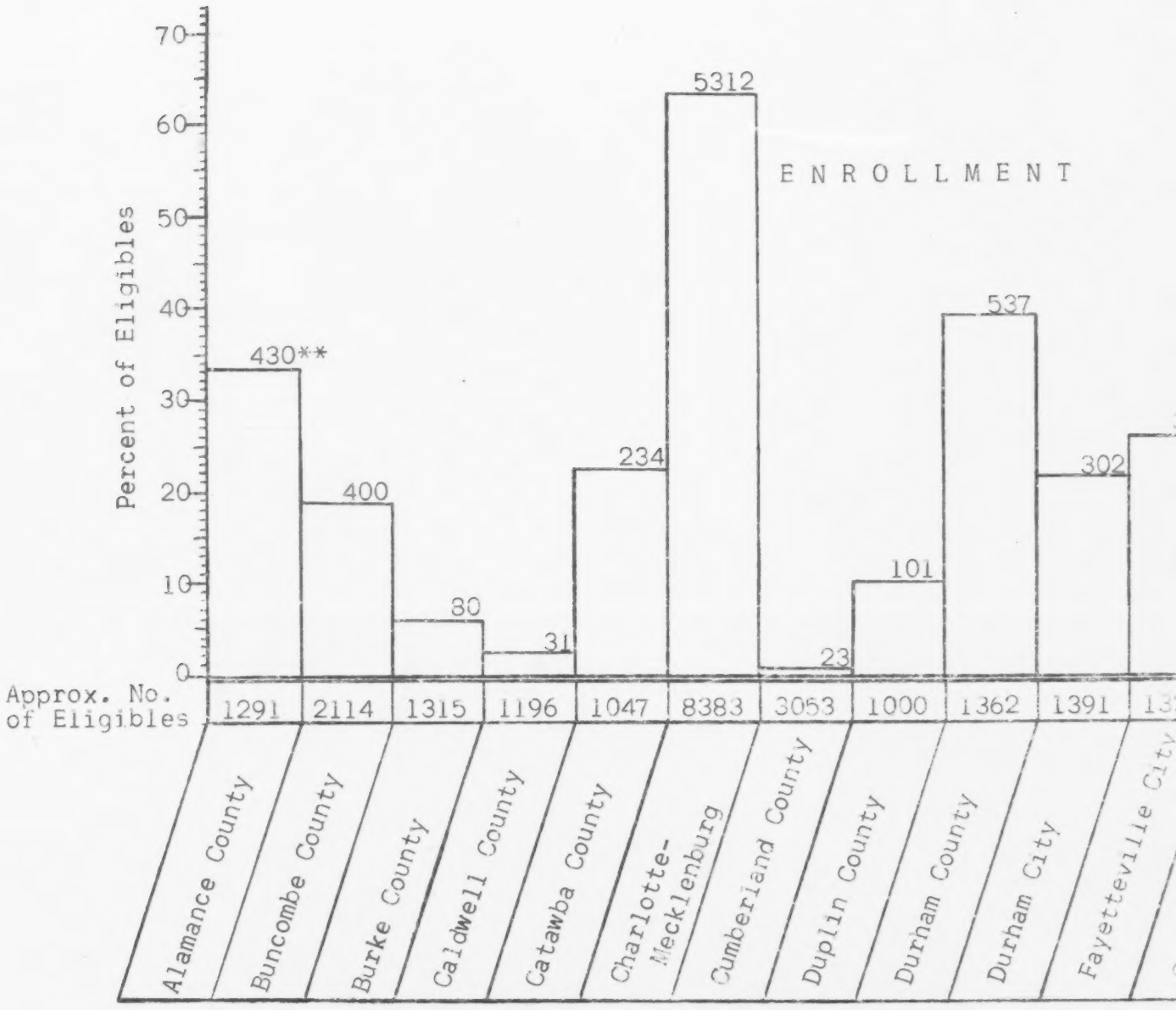
ted pupil enrollment for the 1969-70 year in each of the remaining 104 school units is
ures 1, 2 and 3--each Figure pertaining to units of one size category. The data are
so a comparison of "eligible" pupils (by aforementioned criteria) to enrolled pupils.
reporting large-sized units had at least one-half of their eligibles enrolled in
three (9%) of the middle-sized units had one-half of their eligibles enrolled; five
ll-sized units had one-half enrolled. The data were more encouraging when the one-third
Seven (23%) of the larged-sized units had at least one-third of their eligibles enrolled
ms; ten (30%) of the middle-sized units had one-third of their eligibles enrolled;
the small-sized units had one-third enrolled. In sum, the data indicated that the
ol unit, the more likely it was to have had a larger percentage of its eligible pupils
fted program. This appears to have implications for program interest and/or efficiency
its.

bove analysis by school administrative units had the obvious shortcoming of not including 51
tely one-third of the State), the <u>overall</u> State GT enrollment can be better illustrated,
nalysis of its rate of growth. Table 7 gives this kind of assessment by comparing the
of GT classes with the total public school enrollment for the past three years. While
moved from a relatively small yearly increase to a decrease during the 1969-70 year,

FIGURE 1

ELIGIBLE VS ENROLLED PUPILS FOR GIFTED AND TALENTED PROGRAM

(As of September 30, 1969)

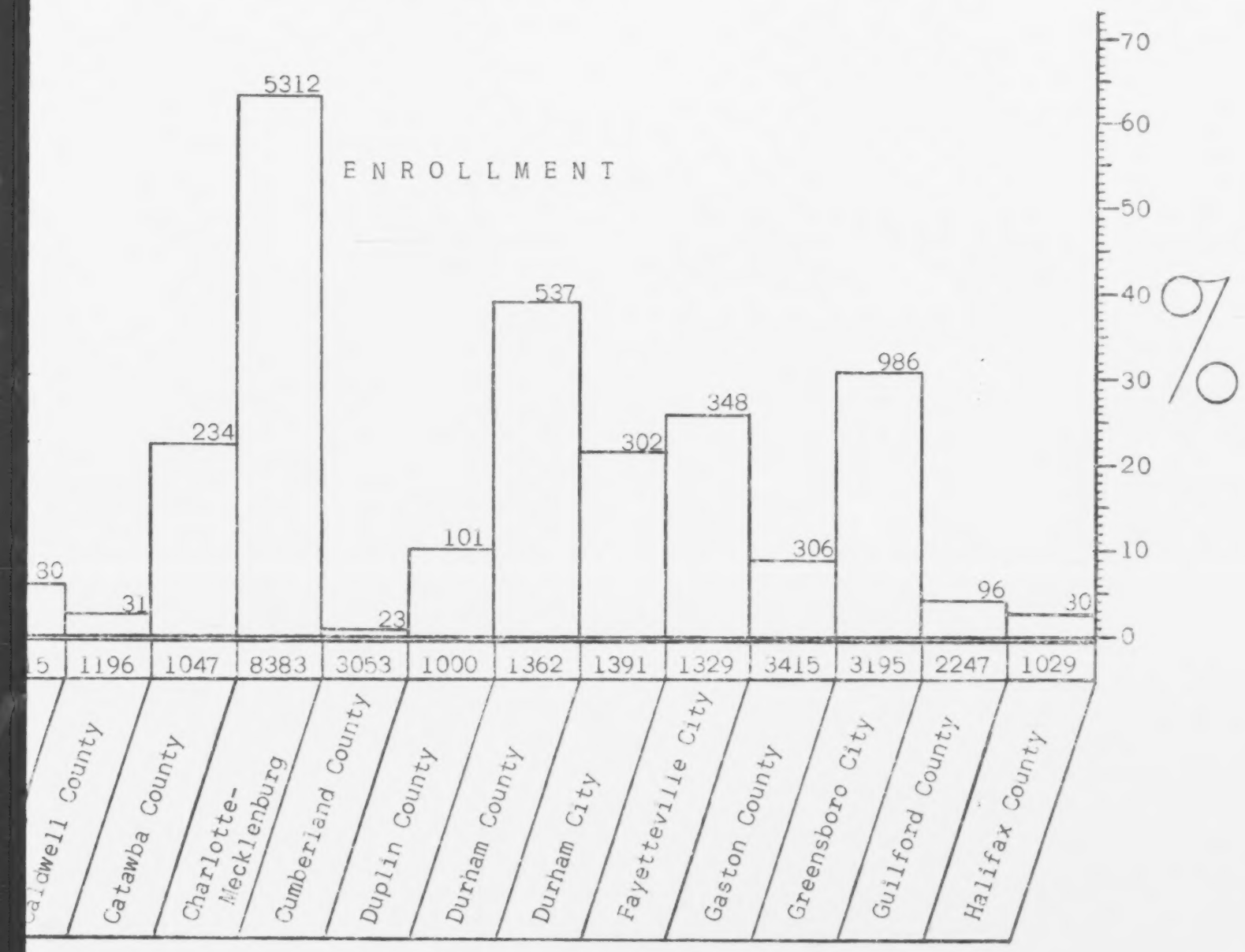


*School administrative units with more than 10,000 pupils.
**Numbers above columns indicate actual enrollment.

FIGURE 1

ENROLLED PUPILS FOR GIFTED AND TALENTED PROGRAMS: LARGE-SIZED UNITS*

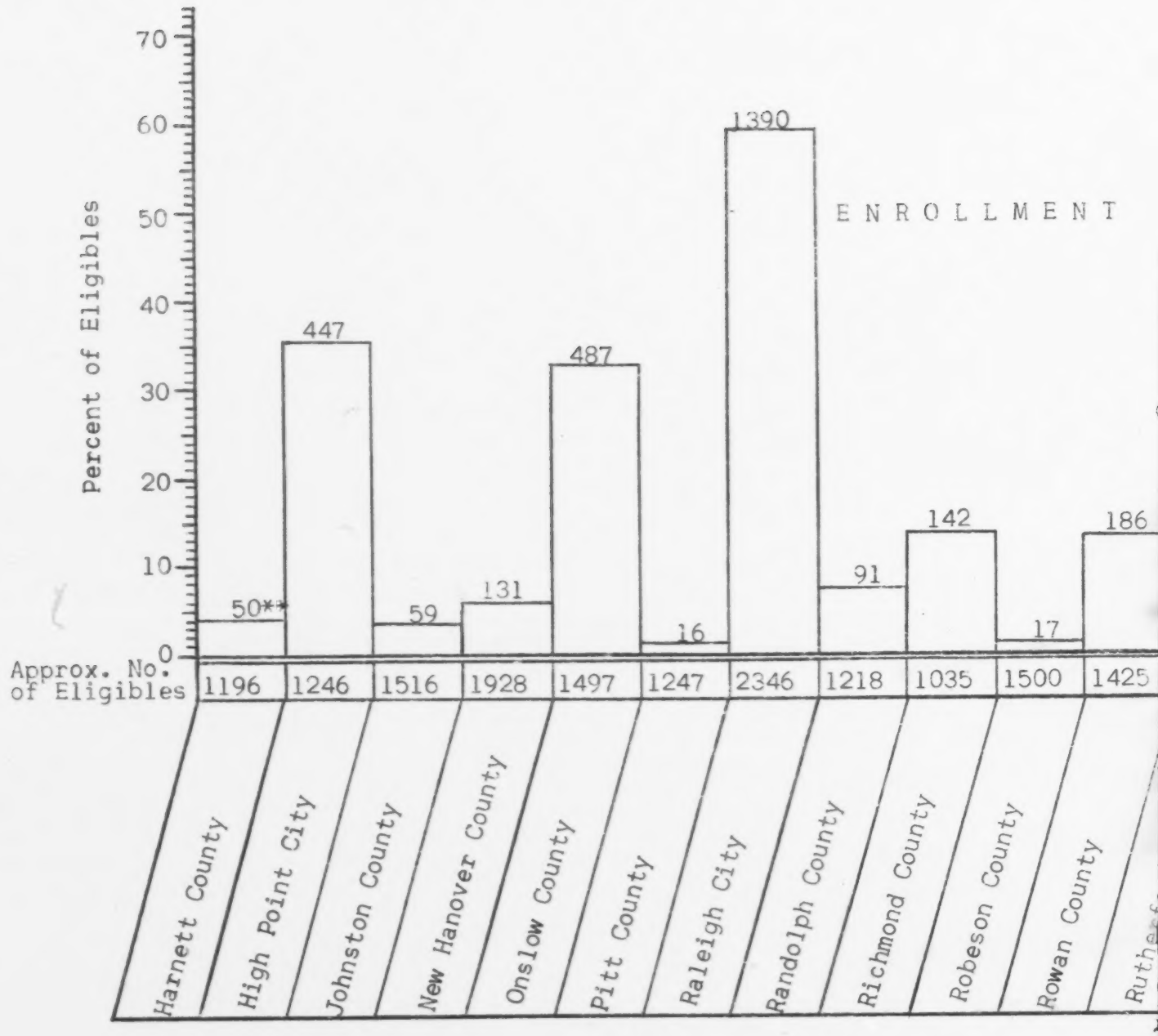
(As of September 30, 1969)



ve units with more than 10,000 pupils.
ns indicate actual enrollment.

FIGURE 1, Continued

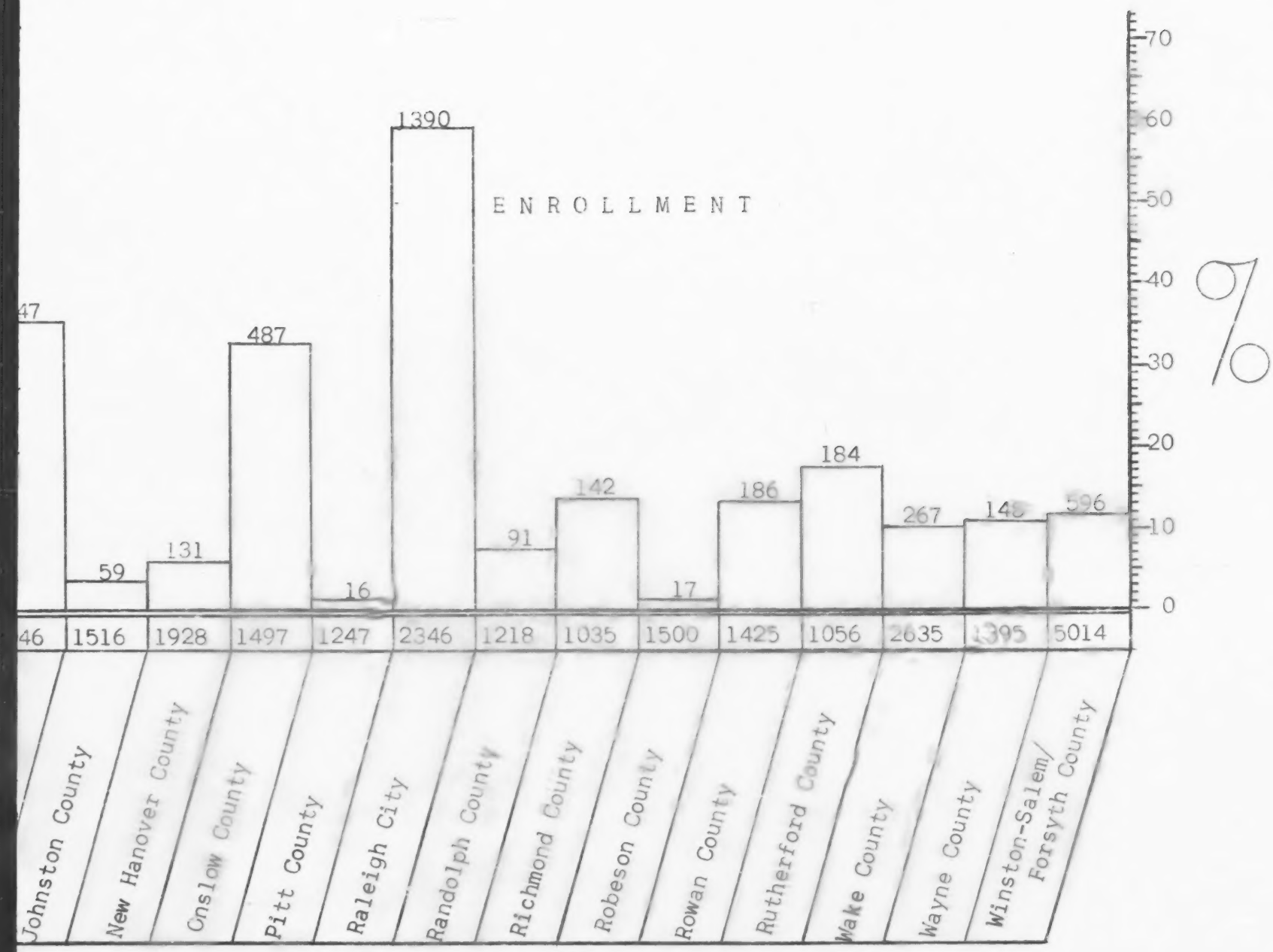
(Large-Sized Units*)



*School administrative units with more than 10,000 pupils.
**Numbers above columns indicate actual enrollment.

FIGURE 1, Continued

(Large-Sized Units*)

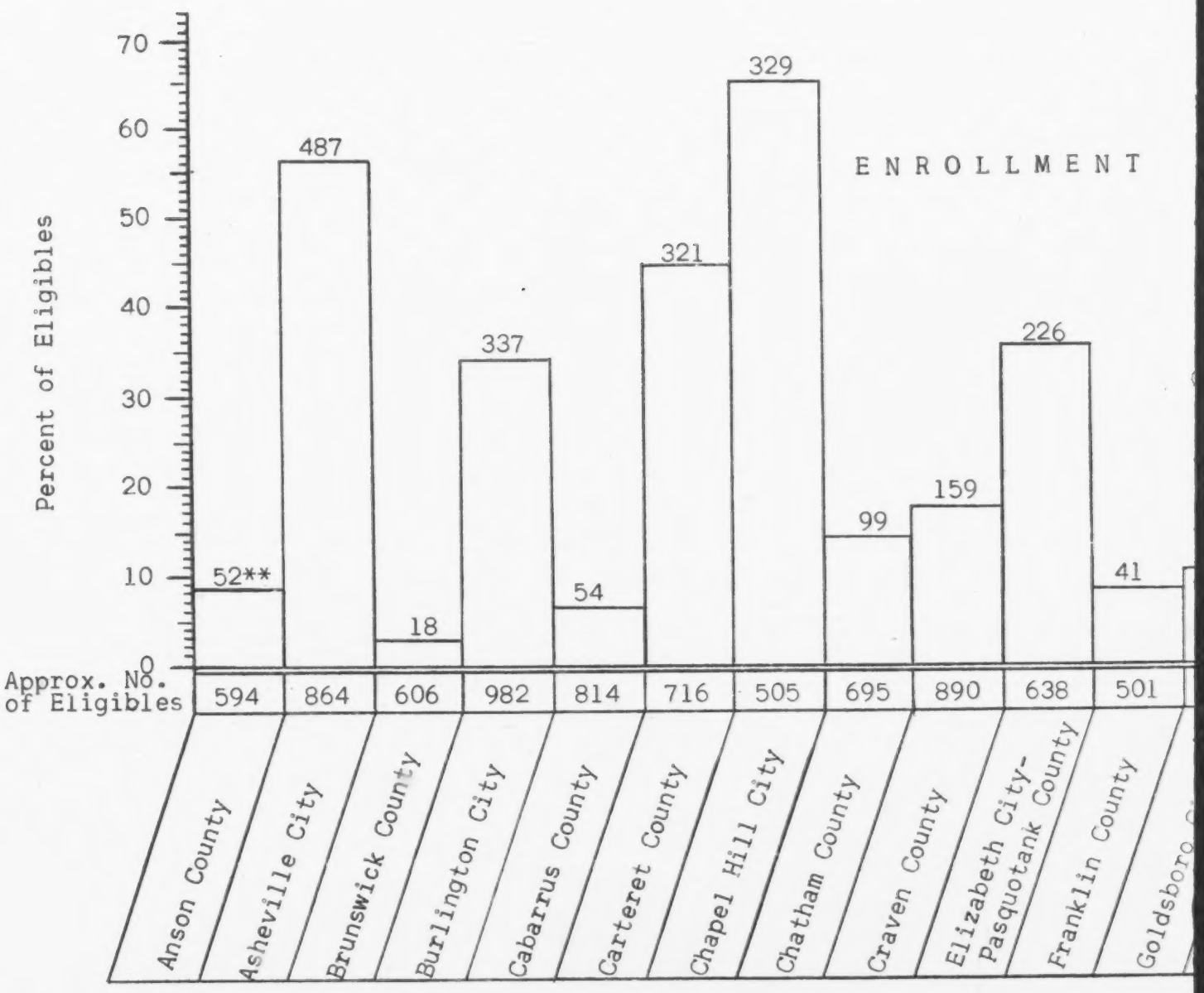


strative units with more than 10,000 pupils.
columns indicate actual enrollment.

FIGURE 2

ELIGIBLE VS ENROLLED PUPILS FOR GIFTED AND TALENTED PROGRAMS

(As of September 30, 1969)

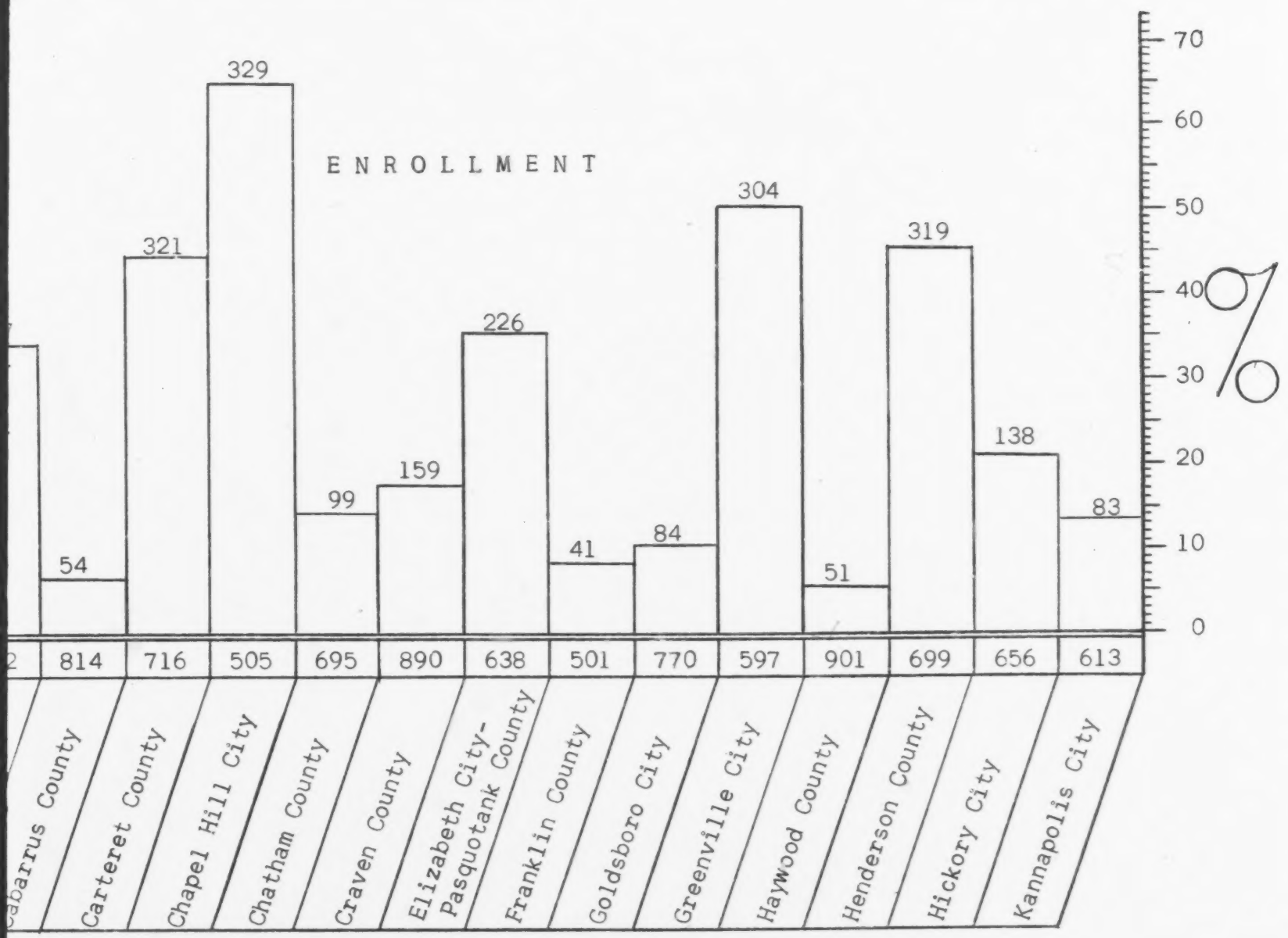


*School administrative units with 5,000 to 9,999 pupils.
**Numbers above columns indicate actual enrollment.

FIGURE 2

OLLED PUPILS FOR GIFTED AND TALENTED PROGRAMS: MEDIUM-SIZED UNITS*

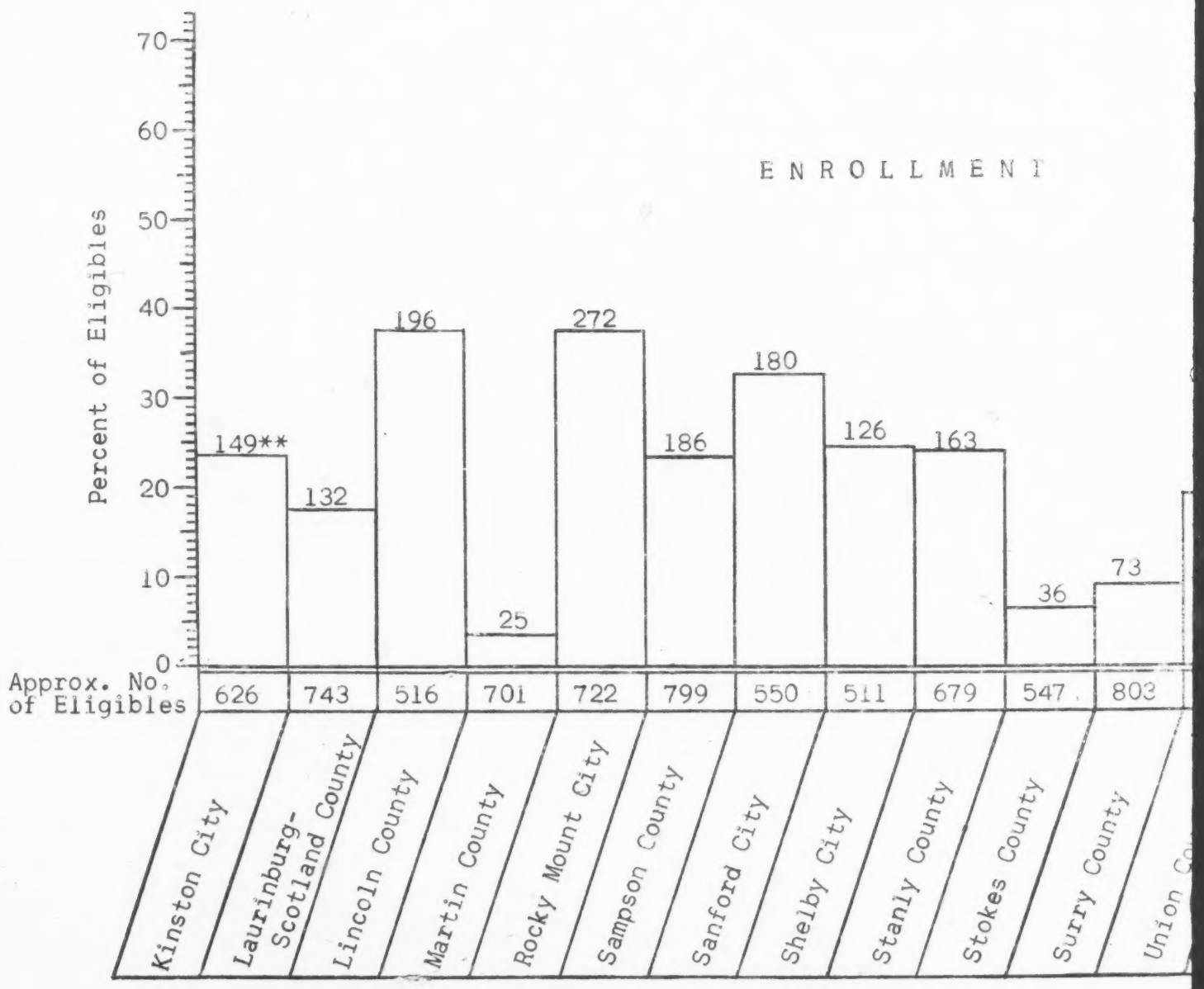
(As of September 30, 1969)



ts with 5,000 to 9,999 pupils.
icate actual enrollment.

FIGURE 2, Continued

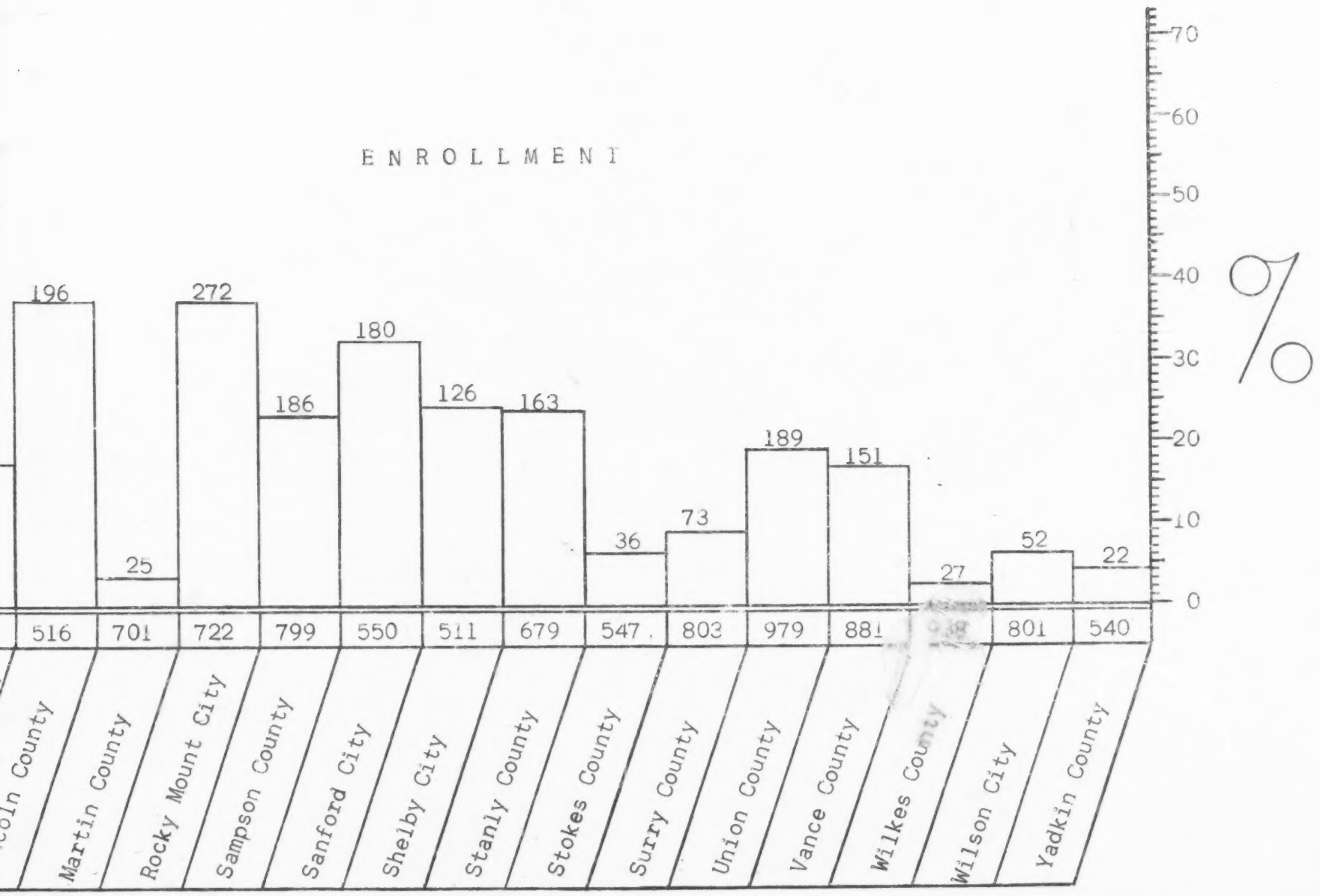
(Medium-Sized Units*)



*School administrative units with 5,000 to 9,999 pupils.
**Numbers above columns indicate actual enrollment.

FIGURE 2, Continued

(Medium-Sized Units*)

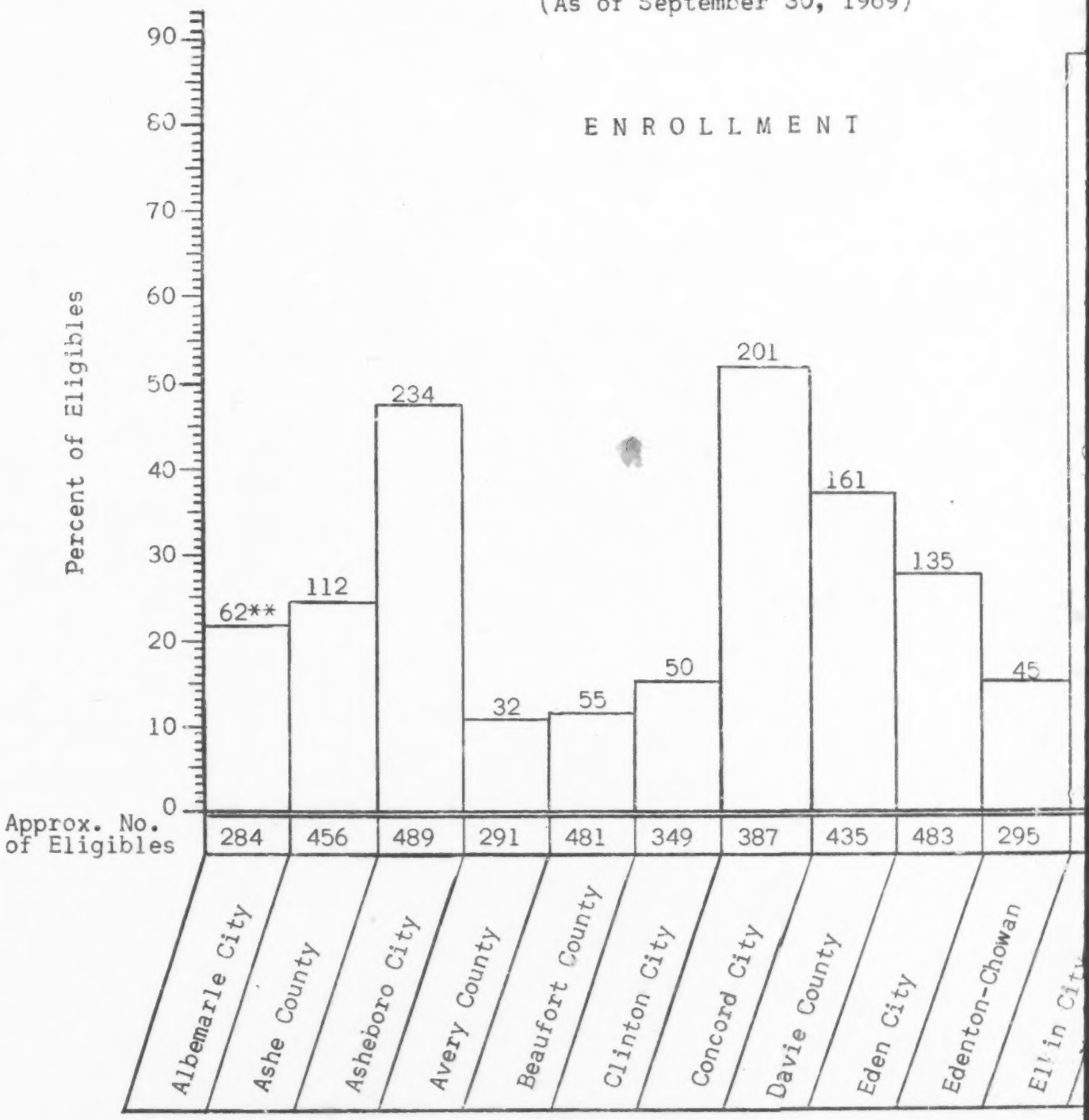


trative units with 5,000 to 9,999 pupils.
columns indicate actual enrollment.

FIGURE 3

ELIGIBLE VS ENROLLED PUPILS FOR GIFTED AND TALENTED PROGRAMS:

(As of September 30, 1969)



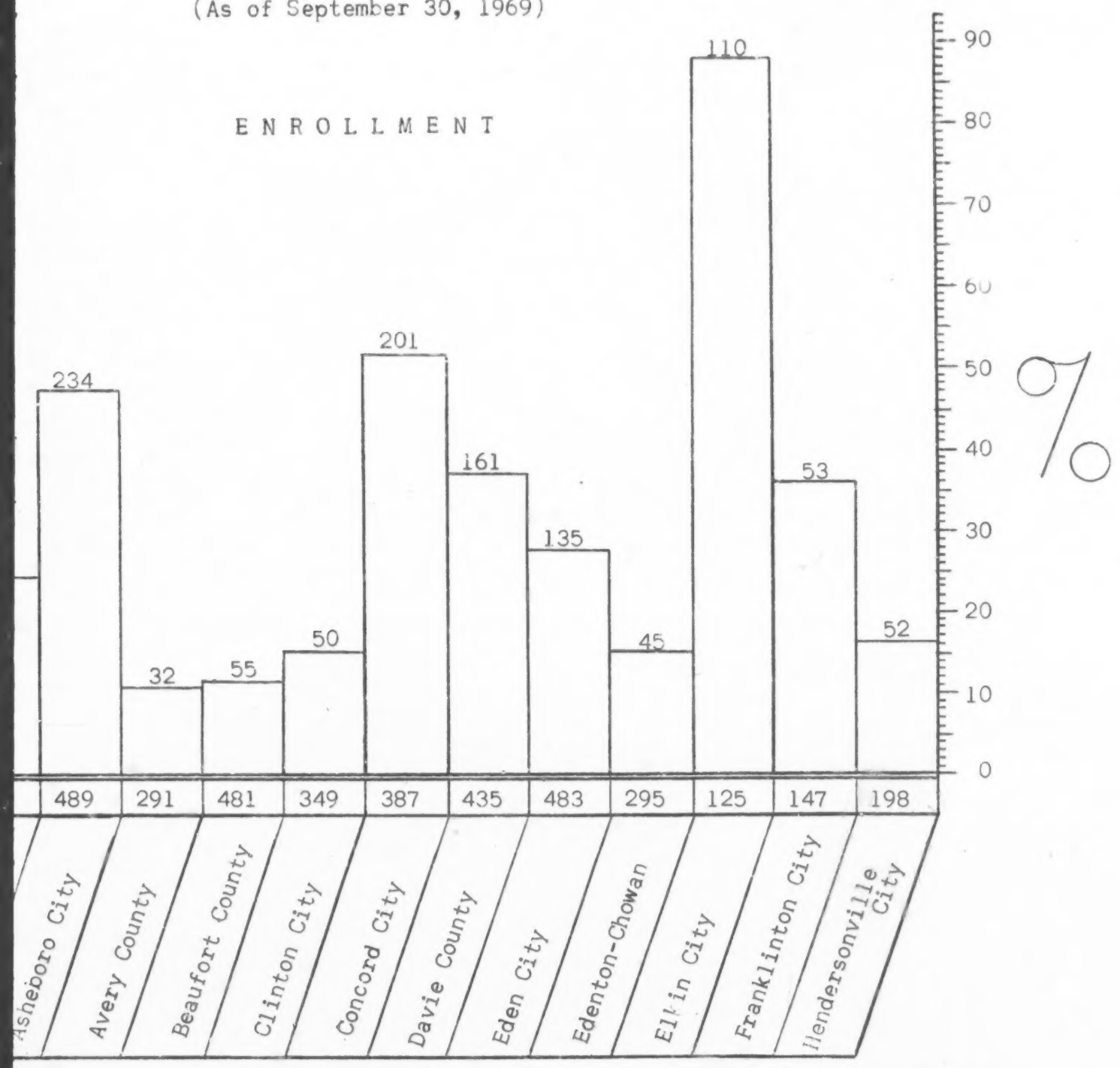
*School administrative units with less than 5,000 pupils.
**Numbers above columns indicate actual enrollment.

25

FIGURE 3

ENROLLED PUPILS FOR GIFTED AND TALENTED PROGRAMS: SMALL-SIZED UNITS*

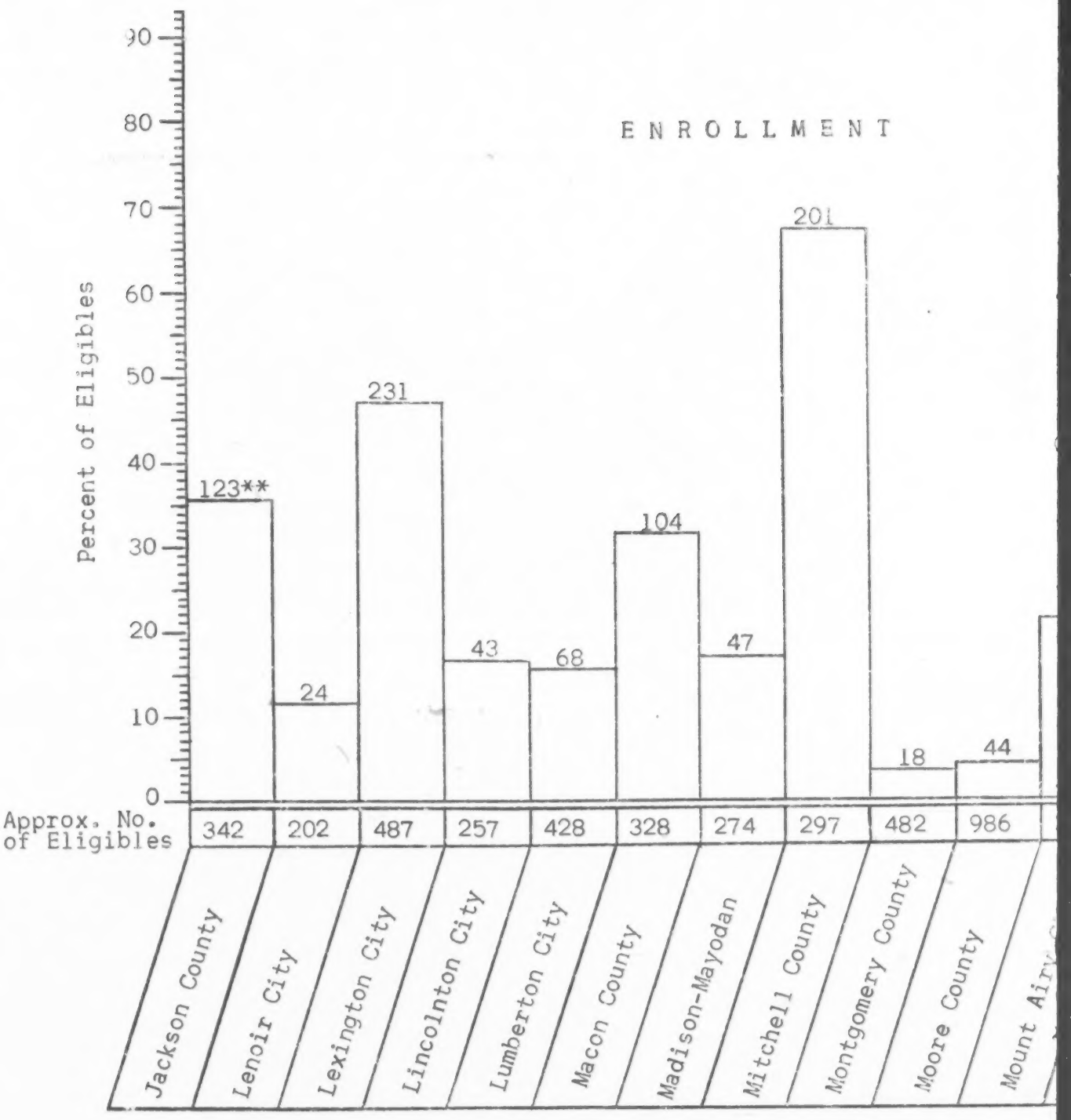
(As of September 30, 1969)



trative units with less than 5,000 pupils.
columns indicate actual enrollment.

FIGURE 3, Continued

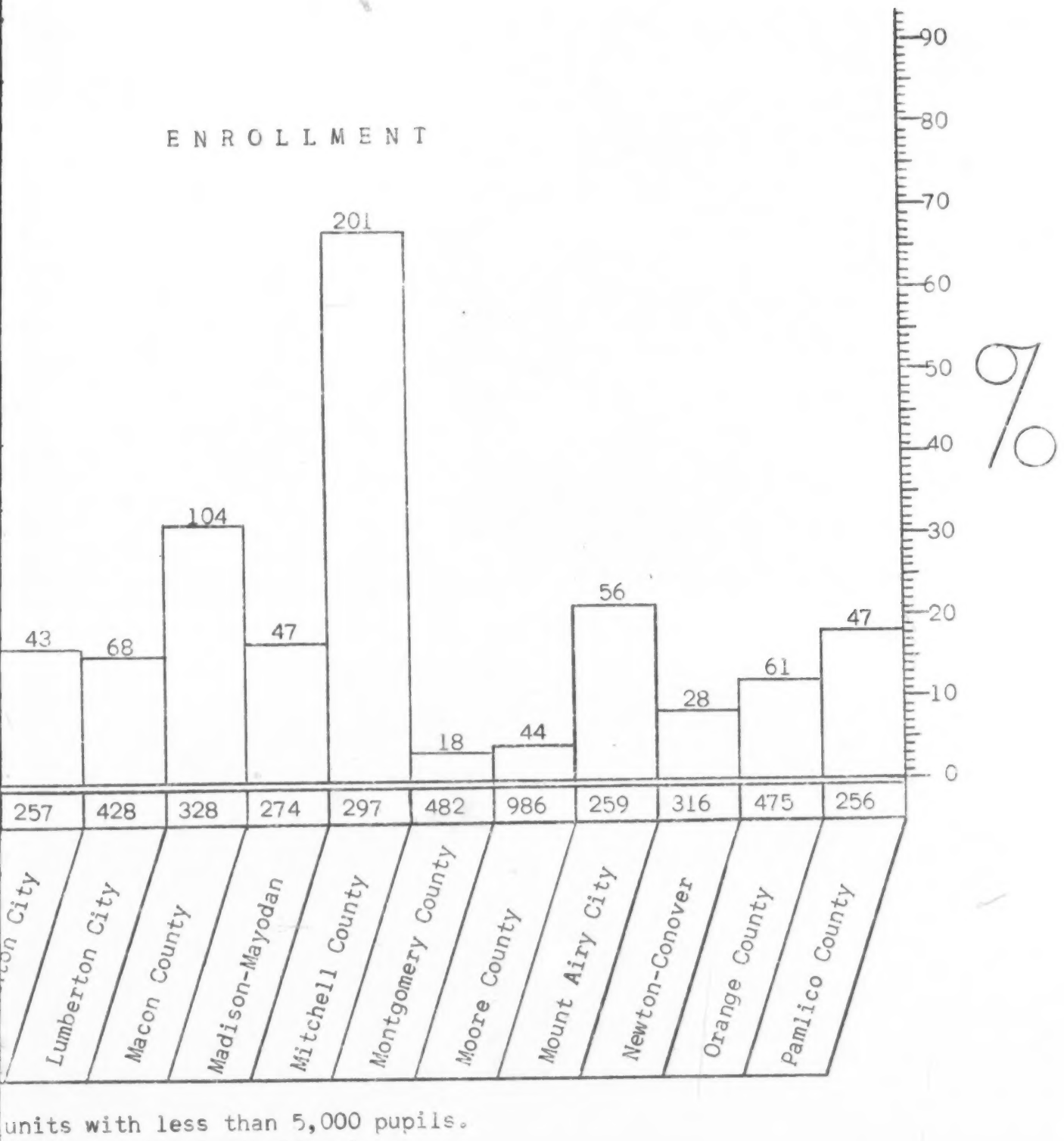
(Small-Sized Units*)



*School administrative units with less than 5,000 pupils.
**Numbers above columns indicate actual enrollment.

FIGURE 3, Continued

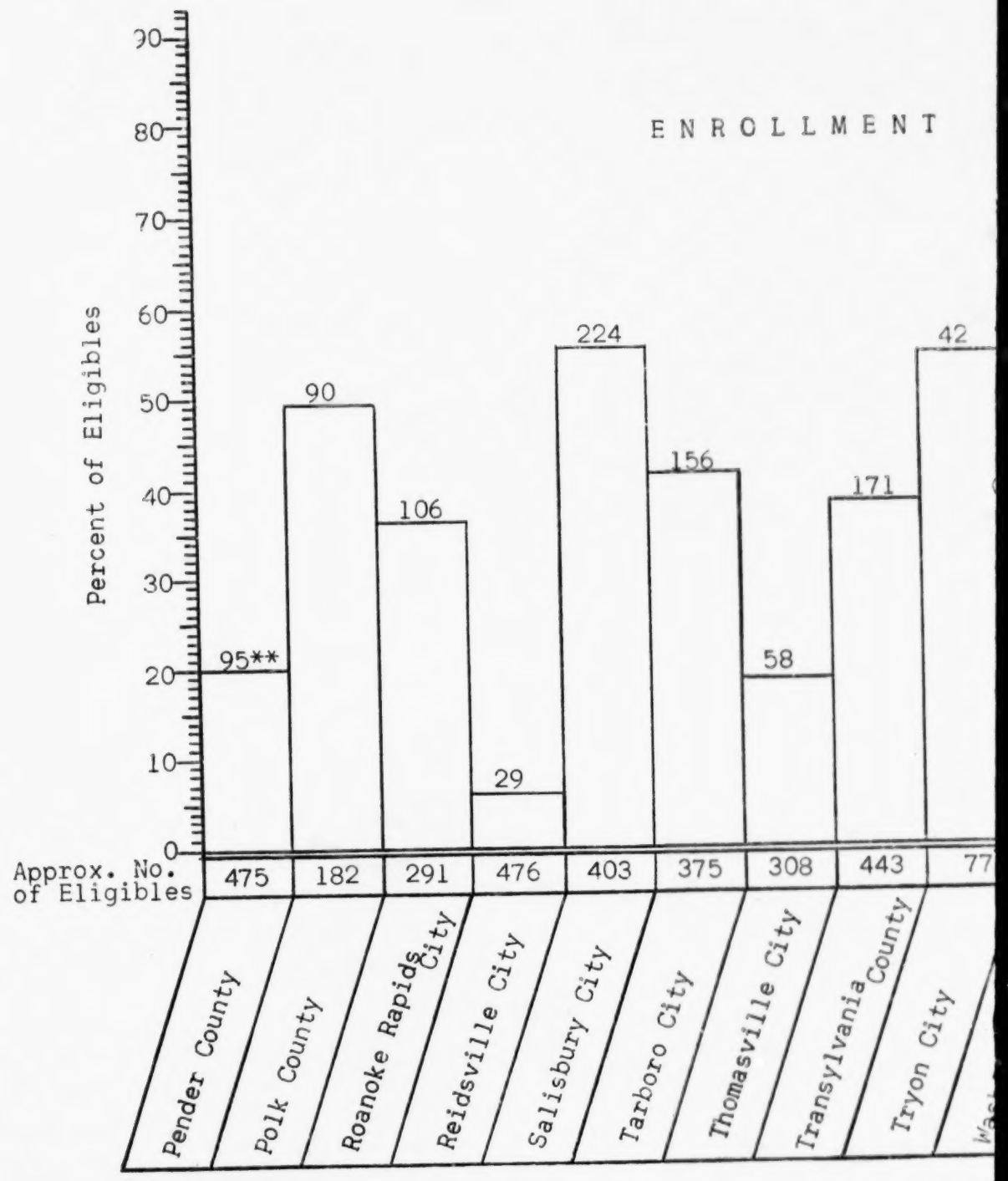
(Small-Sized Units*)



units with less than 5,000 pupils.
indicate actual enrollment.

FIGURE 3, Continued

(Small-Sized Units*)

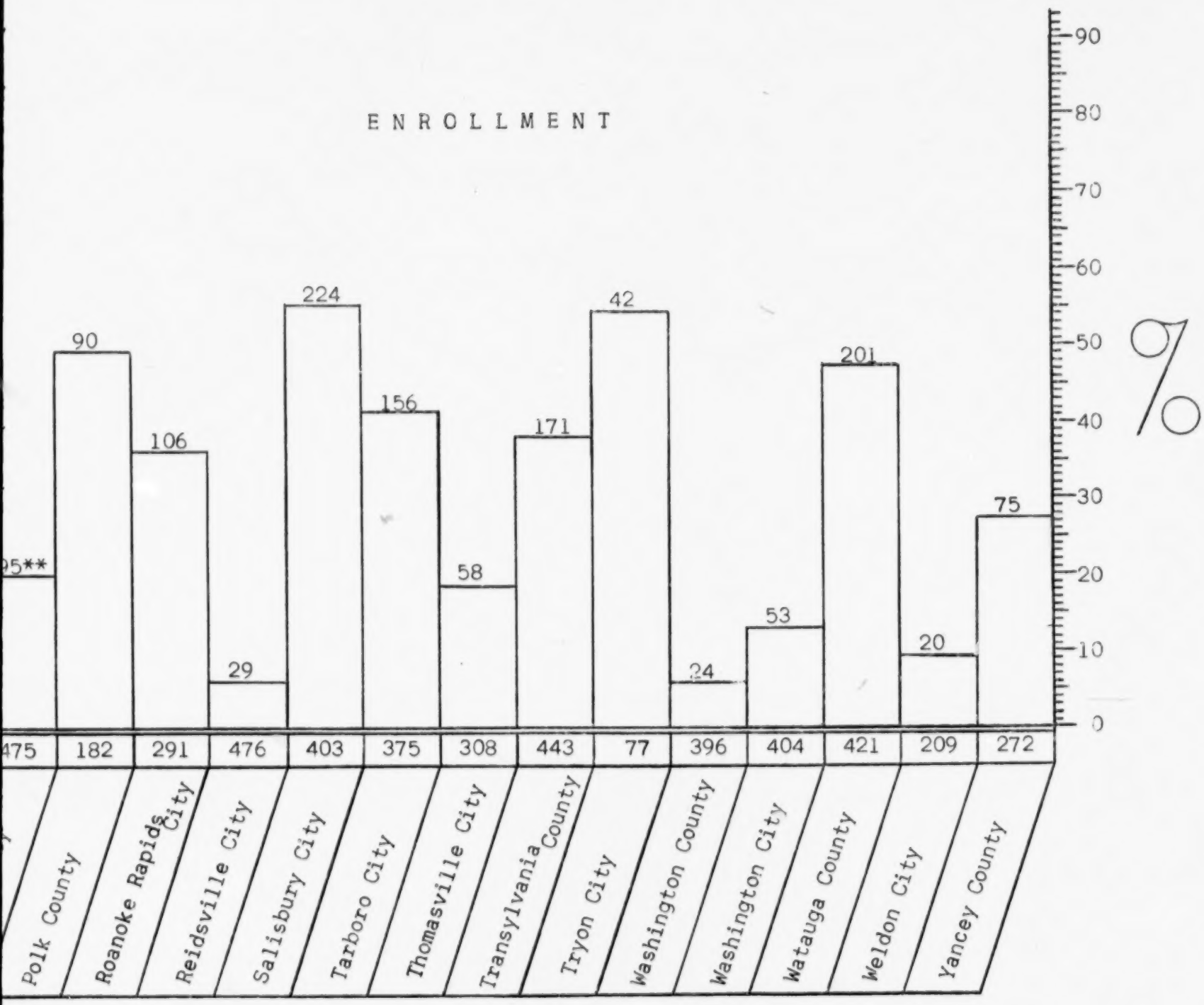


*School administrative units with less than 5,000 pupils

**Numbers above columns indicate actual enrollment.

FIGURE 3, Continued

(Small-Sized Units*)



l administrative units with less than 5,000 pupils.
rs above columns indicate actual enrollment.

the GT enrollment increased markedly in 1969-70. Th
greatly with the expected decline in birth rate, alt
to private school situations. In either case, the d
of the GT enrollment. Explanations for the increase
cut. Even though there were some increased enrollme
provisions, the sharp increase in enrollment was cle
the local units of enrollment in gifted programs not

Finally, when the ten percent eligibility rate
for 1969-70, an estimated 119,157 pupils were eligib
year. This number minus the 22,249 who were actuall
estimated 96,908 who were eligible but not enrolled.
public school enrollment eligible for gifted program

TABLE 7 TOTAL PUBLIC SCHOOL ENROLLM

School Year	Total School	
	N	Rate of Increas
1969-70	1,191,576	-0.34%
1968-69	1,195,583	+0.19%
1967-68	1,193,267	

[a]Compiled from public school end-of-month enro
each year, respectively.
[b]Approximated figure.

2

ent increased markedly in 1969-70. The decline in total enrollment was probably associated e expected decline in birth rate, although some of it could have resulted from transfers ool situations. In either case, the decline served to accentuate the reported increase llment. Explanations for the increase in the gifted pupil enrollment were not as clear- ugh there were some increased enrollments brought about by increased teacher allotment sharp increase in enrollment was clearly affected by better reporting on the part of of enrollment in gifted programs not supported by a GT teacher allotment.

hen the ten percent eligibility rate is applied to the 1,191,576 total school enrollment estimated 119,157 pupils were eligible for gifted and talented programs during that nber minus the 22,249 who were actually enrolled in gifted programs then reveals an 08 who were eligible but not enrolled. In percentage terms, 81.3 percent of the 1969-70 enrollment eligible for gifted programs were not enrolled in such.

ABLE 7 TOTAL PUBLIC SCHOOL ENROLLMENT VS. TOTAL GT PROGRAM ENROLLMENT[a]

School Year	Total School		Total GT	
	N	Rate of Increase	N	Reported Increase
1969-70	1,191,576	-0.34%	22,249	40.49%
1968-69	1,195,583	+0.19%	15,837	6.12%
1967-68	1,193,267		14,924[b]	

from public school end-of-month enrollment and special inquiry as of September 30 for pectively.
ated figure.

OVERALL ALLOTMENT PROVISIONS

The number of teaching positions (allotments) made avai
appears to undergird the entire GT program. Part I of this
ment and its relationship to other kinds of allotments. Par
the State Superintendent during the 1969-70 school year when
number of GT teacher allotments by only one. In review, the
approval to a local unit's receiving the same number of GT t
it had during the previous year if the unit continued to sat
eligibility.

Nevertheless, there <u>was</u> expansion of the GT program dur
able to an increase of other kinds of teacher allotment prov
144 during 1968-69 to 186 during 1969-70. In actuality, the
funding agencies; however, they are based on average daily a
teachers for any aspect of the instructional program. There
GT purposes, though they were State budget items, really rep
State efforts) to provide additional instructional services
the status of teaching allotments for gifted and talented p
period. It indicates that local units repeatedly requested
received. Therefore, the corresponding yearly increases in
probably necessary to help counteract the growing need for

OVISIONS

eaching positions (allotments) made available for the instruction of GT pupils
the entire GT program. Part I of this report has described the GT teacher allot-
nship to other kinds of allotments. Part II has indicated the resultant action by
ient during the 1969-70 school year when State funding agencies increased the
allotments by only one. In review, the State Superintendent gave automatic
nit's receiving the same number of GT teacher allotments for the 1969-70 year that
vious year if the unit continued to satisfy the criteria pertaining to pupil

here <u>was</u> expansion of the GT program during the 1969-70 year, and it was attribut-
of other kinds of teacher allotment provisions. Base Allotments increased from
186 during 1969-70. In actuality, these allotments emanate also from State
wever, they are based on average daily attendance and can be used to provide
ect of the instructional program. Therefore, expansion of these allotments for
they were State budget items, really represented local efforts (as opposed to
ovide additional instructional services to the gifted population. Table 8 reflects
ng allotments for gifted and talented programs in North Carolina over a five year
that local units repeatedly requested far more GT teacher allotments than they
the corresponding yearly increases in Base Allotments (also reflected) were
help counteract the growing need for staff additions.

TABLE 8

TEACHING ALLOTMENTS FOR GIFTED AND TALEN
OVER A FIVE YEAR PERIOD[a]

		1965-1966		1966-1967		1967-1968	
		N	%	N	%	N	%
Gifted and Talented (GT) Allotments	Requested	(382)[b]		(371)		(423)	
	Received	237	75.00	238	72.34	239	63.
Other Allotment Provisions	Base Allotments	59	18.67	80	24.32	112	29
	Local Funds	20	6.33	8	2.43	16	4
	1 for 15 Allotments			3	.91	3	
	Title III (ESEA)					8	2
GRAND TOTAL		316	100.00	329	100.00	378	100

[a]Tabulated as of September 30 for each school year, respect
[b]The circled numbers represent the total requests for GT al

TABLE 8

TEACHING ALLOTMENTS FOR GIFTED AND TALENTED PROGRAMS
OVER A FIVE YEAR PERIOD[a]

1965-1966		1966-1967		1967-1968		1968-1969		1969-1970	
N	%	N	%	N	%	N	%	N	%
(382)[b]		(371)		(423)		(384)		(372)	
237	75.00	238	72.34	239	63.23	239	59.01	240	53.93
59	18.67	80	24.32	112	29.63	144	35.56	186	41.80
20	6.33	8	2.43	16	4.23	10	2.47	13	2.92
		3	.91	3	.79	3	.74		
				8	2.12	9	2.22	6	1.35
316	100.00	329	100.00	378	100.00	405	100.00	445	100.00

of September 30 for each school year, respectively.
umbers represent the total requests for GT allotments during the year by local units.

SUMMARY REMARKS

During the 1969-70 school year, 22,249 known pupils (including teacher allotments) were identified by the State's operational defi in GT or high ability classes. They were distributed in 104 of the strative units. Forty-nine of the 155 units reported that they had and two did not reply to the survey.

Of the 104 units who reported classes for the gifted, the smal their eligible pupils enrolled in gifted programs. Ten units had a enrolled; 33 had at least one-third enrolled. When the 22,249 know with the 119,157 eligible for enrollment, considering <u>all</u> 155 schoo seemed even dimmer.

However, an overall analysis of the GT enrollment's rate of gr much faster than enrollment in general. In fact, the GT enrollment some of it had to be the result of better reporting by the local un

GT teacher allotments remained as the major source of financia their number had not really increased over a five-year period, wher appreciably during that time.

MARKS

g the 1969-70 school year, 22,249 known pupils (including the 11,553 in classes with GT lotments) were identified by the State's operational definition of giftedness and enrolled igh ability classes. They were distributed in 104 of the 155 North Carolina school admini-nits. Forty-nine of the 155 units reported that they had not established high ability classes d not reply to the survey.

e 104 units who reported classes for the gifted, the smaller ones had better percentages of ible pupils enrolled in gifted programs. Ten units had at least one-half of their eligibles 33 had at least one-third enrolled. When the 22,249 known overall enrollment was compared 19,157 eligible for enrollment, considering <u>all</u> 155 school units, the enrollment picture n dimmer.

er, an overall analysis of the GT enrollment's rate of growth was more favorable. It grew r than enrollment in general. In fact, the GT enrollment increased to such an extent that had to be the result of better reporting by the local units.

acher allotments remained as the major source of financial support for GT classes. However, er had not really increased over a five-year period, whereas Base Allotments had increased y during that time.

PART IV SUMMARY AND CONCLUDING STATE

This is the 1969-70 status report for the exceptionally talente program in North Carolina. It is the fifth in a series of annual re evaluation of the GT programs in the State's public schools.

In the North Carolina public schools, gifted and talented pupil gifted programs by an operational definition of the State's public s that the selections made during the 1969-70 school year by local adm in accordance with those laws. However, as had been the case in pre seemed slanted toward that kind of gifted pupil prone for high acade talent." In view of the current National demand for innovative and "unconventional talent," it appears that strong revision of the oper

Annually, the North Carolina State Board of Education reviews i that a predetermined number of teaching positions (allotments) be us of GT pupils. This report shows that the number of these "GT teachi approximately the same as the number for 1968-69. Accordingly, loca GT teaching allotments received the identical number they had for 19 satisfied the selection criteria. The units were not dismayed by th data herein reveal a noticeable expansion of the overall gifted pupi

PART IV SUMMARY AND CONCLUDING STATEMENTS

1969-70 status report for the exceptionally talented (ET) or gifted and talented (GT)
Carolina. It is the fifth in a series of annual reports directed at an overall
GT programs in the State's public schools.

Carolina public schools, gifted and talented pupils are selected for placement in
y an operational definition of the State's public school laws. This report indicates
ns made during the 1969-70 school year by local administrative school units were well
h those laws. However, as had been the case in previous years, the definition itself
ward that kind of gifted pupil prone for high academic achievement--"conventional
of the current National demand for innovative and imaginative problem solvers or
alent," it appears that strong revision of the operational definition is needed.

e North Carolina State Board of Education reviews its budget obligations and specifies
ned number of teaching positions (allotments) be used exclusively for the instruction
is report shows that the number of these "GT teaching allotments" for 1969-70 was
same as the number for 1968-69. Accordingly, local school units that reapplied for
ments received the identical number they had for 1968-69 if their chosen pupils
ection criteria. The units were not dismayed by this fact, apparently, as additional
l a noticeable expansion of the overall gifted pupil enrollment.

Regardless of how teaching positions for GT pupils were contri
report that a problem during 1969-70 was in regard to the curriculu
the selected pupils. The "gifted" curriculum did not appear to be
general curriculum. Future status reports should evaluate this app

Finally, this report reveals that in spite of the GT program's
still has not expanded enough to serve the increased population of
estimated that 81.3 percent of the pupils eligible for placement i
year were not placed in such. This is viewed as the major problem
intricately bound up not only with budgeting provisions but also w
aspects as well.

---

[9]A phrase coined by the late Eugene Burnette, Ed.D., directo
in its initial information-gathering stages. It refers to the cl
gifted pupils which are based on the pattern of abilities peculia
room instruction for the gifted emerges as a curriculum process r
instruction offered to average learners.

how teaching positions for GT pupils were contrived, there is a suggestion in this
em during 1969-70 was in regard to the curriculum or "educational diet"[9] offered
. The "gifted" curriculum did not appear to be recognizably different from the
Future status reports should evaluate this apparent problem in detail.
report reveals that in spite of the GT program's rapid growth in recent years, it
ded enough to serve the increased population of gifted and talented pupils. It is
3 percent of the pupils eligible for placement in GT programs during the 1969-70
ed in such. This is viewed as the major problem area. Its solution seems
up not only with budgeting provisions but also with curriculum and program selection

ned by the late Eugene Burnette, Ed.D., director of the Program when this report was
ormation-gathering stages. It refers to the classroom methods and techniques for
h are based on the pattern of abilities peculiar to the gifted. As such, the class-
or the gifted emerges as a curriculum process recognizably different from that
ed to average learners.

Appendix A-1

May 1, 1969

TO: County and City Superintendents

FROM: A. Craig Phillips, State Superintendent of Public Instruction

SUBJECT: Application Forms for Teacher Allotments, Exceptionally Talented Children

Enclosed are your 1969-70 application forms requesting teaching positions for Exceptionally Talented pupils. The necessary forms are as follows:

1. Form ET-1 (2 pages) pertaining to an overall summary of your teaching position requests. Only one copy should be submitted.

2. Form ET-2 (4 pages) outlining your proposed instructional program for a specific teaching position. Please submit one copy of this form for each position requested.

3. Form ET-3 (2 pages) listing the pupils who will be enrolled. The name of every pupil selected should b e on a roster. Please refer to Form ET-2 for the number of these forms to be submitted and for the appropriate names to be listed on each.

You are urged to complete these application forms carefully. The information you give will be the prime means for evaluating your requests and accounting for exceptionally talented pupils in North Carolina.

Please return all forms as one package by May 19, 1969, to the Section for the Education of Exceptionally Talented Children, North Carolina Department of Public Instruction, Raleigh, North Carolina 27602. If further information is needed, kindly contact Dr. Eugene Burnette, State Supervisor.

Appendix A-2

FORM ET-1: APPLICATION FOR PERSONNEL TO WORK WITH EXCEPTIONALLY TALENTED PUPILS
UNDER PROVISIONS OF ARTICLE 38, CHAPTER 115
NORTH CAROLINA GENERAL STATUTES

(File one copy with the State Superintendent of Public Instruction,
Raleigh, North Carolina, prior to May 19, 1969)

The _____ Board of Education hereby applies to the State Board of Education for allotment of _____ teaching position for Exceptionally Talented Pupils.

I. LIST USES TO BE MADE OF ALLOTTED POSITIONS

School(s)	Positions Allotted for 1968-69			Positions Requested for 1969-70		
	No. Positions	Grade Level	Subject Matter Area(s) and Type of Class	No. Positions	Grade Level	Subject Matter Area(s) and Type of Class
Ex. 1 Glade high Green Acres Sands Point	1	7-8	Math (Itinerant)	1	7-8	Math (Itinerant)
Ex. 2 Blue Ridge				1	6	Self-Contained
Ex. 3 Sea View	1	7	Math-Science (Block)	1	8	Math-Science (Block)
1						
2						

I. LIST USES TO BE MADE OF ALLOTTED POSITIONS

School(s)	Positions Allotted for 1968-69			Positions Requested for 1969-70		
	No. Positions	Grade Level	Subject Matter Area(s) and Type of Class	No. Positions	Grade Level	Subject Matter Area(s) and Type of Class
Ex. 1 Glade high Green Acres Sands Point	1	7-8	Math (Itinerant)	1	7-8	Math (Itinerant)
Ex. 2 Blue Ridge				1	6	Self-Contained
Ex. 3 Sea View	1	7	Math-Science (Block)	1	8	Math-Science (Block)
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
TOTAL						

II. SUPERVISION: What person is given responsibility for program development?

(a) Name_____

(b) Position_____

(c) Amount of time allotted per month_____

III. State briefly in your own words why the Exceptionally Talented program which you are proposing could not be accomplished without the aid of special allotments.

IV. We agree that on the tenth (10th) day of the school year, the State Superintendent of Public Instruction will be notified of any unfilled State allotted positions and that such positions will be released for re-allotment.

_____ _____

Superintendent Date

III. State briefly in your own words why the Exceptionality Talented program that you are proposing could not be accomplished without the aid of special allotments.

IV. We agree that on the tenth (10th) day of the school year, the State Superintendent of Public Instruction will be notified of any unfilled State allotted positions and that such positions will be released for re-allotment.

Superintendent	Date
Chairman, Board of Education	Date

For Use By State Department of Public Instruction

Total Position(s) Approved: _____

Remarks:

Date of Approval	State Superintendent of Public Instruction

Appendix A-3

FORM ET-2: OUTLINE OF INSTRUCTIONAL PROGRAM FOR EXCEPTIONALLY TALENTED CHILDREN--1969-70*

DIRECTIONS: Please complete one copy of this form for each teaching position (allotment) requested. Kindly attach it to the applicable class roster(s), Form ET-3. For example, if three separate classes are planned for one allotment, then three separate class rosters should be attached to the Form ET-2 which outlines their instructional program. However, if you are requesting a second or third allotment, etc., for the same class (i.e., in those instances where the pupils rotate between teachers for subject area or in team teaching situations), separate roster(s) is/are not required. In short, a pupil's name should appear on just one roster.

ADMINISTRATIVE UNIT_____ NAME OF SCHOOL_____ CODE_____

NAME OF TEACHER_____ SUBJECT MATTER AREA(S)_____ (OR)

TYPE OF CLASS_____ GRADE LEVEL(S)_____ DATE_____

ROSTER INFORMATION: (Fill in the appropriate blanks.)

This form pertains to _____ (number) separate class roster(s) which is/are attached.

This form pertains to _____ (number) class roster(s) not attached, but identifiable in the following manner (indicate below):

NAME OF

ADMINISTRATIVE UNIT_____ NAME OF SCHOOL_____ CODE_____

NAME OF TEACHER_____ SUBJECT MATTER AREA(S) (OR)

TYPE OF CLASS_____ GRADE LEVEL(S)_____ DATE_____

ROSTER INFORMATION: (Fill in the appropriate blanks.)

This form pertains to _____ (number) separate class roster(s) which is/are attached.

This form pertains to _____ (number) class roster(s) not attached, but identifiable in the following manner (indicate below):

*Additional copies of this form may be reproduced locally.

Appendix A-3 Continued

OUTLINE OF INSTRUCTIONAL PROGRAM FOR ET PUPILS, 1969-70.

(Check the most appropriate block of each item)

Item 1 - On a weekly basis, each pupil in this class will spend approximately

- ☐ 0 - 10%
- ☐ 11 - 20%
- ☐ more than 20%

of his/her classroom time on independent study.

Item 2 - For purposes of instruction, the pupils in this class will be associated with pupils of average ability

- ☐ at no time.
- ☐ once or twice a week for _____ (activity).
- ☐ less than 1 hour daily.
- ☐ 1 - 3 hours daily.
- ☐ more than 3 hours daily.

Item 3 - Team teaching will be employed

- ☐ at no time.
- ☐ occasionally.
- ☐ practically always.

Item 4 - Programmed instruction will be employed

- ☐ at no time.
- ☐ occasionally

☐ more than 20%

of his/her classroom time on independent study.

Item 2 - For purposes of instruction, the pupils in this class will be associated with pupils of average ability

☐ at no time.

☐ once or twice a week for _____.
(activity)

☐ less than 1 hour daily.

☐ 1 - 3 hours daily.

☐ more than 3 hours daily.

Item 3 - Team teaching will be employed

☐ at no time.

☐ occasionally.

☐ practically always.

Item 4 - Programmed instruction will be employed

☐ at no time.

☐ occasionally.

☐ practically always.

Item 5 - A basal text will be used

☐ at no time.

☐ once or twice a week.

☐ daily.

OUTLINE OF INSTRUCTIONAL PROGRAM FOR ET PUPILS, 1969-70.

Item 6 - This will be a class in which

- ☐ approximately 1/4 or less
- ☐ approximately 1/2
- ☐ approximately 3/4
- ☐ almost all

were in an ET class during the 1968-69 school year.

Item 7 - Excluding special State allotted ET classes, there was/were

- ☐ no
- ☐ 1
- ☐ 2
- ☐ 3 or more

class(es) at this school during the 1968-69 year in which the pupils were grouped for high ability.

Item 8 - Some types of ET classes require materials and equipment beyond that available to the regular class. This is a class for which the unit will provide for additional equipment and supplies in the amount of

- ☐ 0 - 24¢ per child.
- ☐ 25¢ - 74¢ per child.

were in an ET class during the 1968-69 school year.

Item 7 - Excluding special State allotted ET classes, there was/were

- ☐ no
- ☐ 1
- ☐ 2
- ☐ 3 or more

class(es) at this school during the 1968-69 year in which the pupils were grouped for high ability.

Item 8 - Some types of ET classes require materials and equipment beyond that available to the regular class. This is a class for which the unit will provide for additional equipment and supplies in the amount of

- ☐ 0 - 24¢ per child.
- ☐ 25¢ - 74¢ per child.
- ☐ 75¢ - $1.00 per child.
- ☐ more than $1.00 per child.

Item 9 - a. The teacher of this class has a teaching certificate which is

- ☐ "Graduate"
- ☐ "A"
- ☐ less than "A"

b. This teacher has the following special qualifications (state briefly):

Appendix A-3 Continued

OUTLINE OF INSTRUCTIONAL PROGRAM FOR ET PUPILS, 1969-70.

Item 10 - The teacher of this class is teaching

☐ in his/her field.

☐ out of his/her field.

Item 11 - The teacher of this class has been teaching ET classes

☐ less than 1 year.

☐ 1 - 2 years.

☐ more than 2 years.

Item 12 - In the spring of 1970, a standardized academic achievement test

☐ will be administered. _____
Name of Test

☐ will not be administered.

Item 13 - Other standardized tests/rating scales will be employed

☐ at no time.

☐ once during the school year. _____
Name of Test/Scale

☐ two or three times during the school year. _____
Name of Test/Scale

FORM ET-3 CLASS ROSTER OF EXCEPTIONALLY TALENTED PUPILS--1969-70 Admin.

School_____ Type Class or Subject Area_____ Projected Gra Level (1969-7

Date of this Roster_____ Roster I.D. Symbol_____ (Enter above a symbol

DIRECTIONS: Enter below alphabetically the names of eligible pupils that c make additional forms if necessary.) The information requested for each pu records. If the achievement test produces a total battery grade placement achievement, report only this score under item 12. Otherwise, the achievem or median score which can be reported in either grade equivalent units (ite Use the examples below as guides.

	Group Intelligence Test Data						
(1) Name of Pupil (In Alphabetical Order)	(2) Name of Group IQ Test	(3) Form	(4) Level	(5) Date IQ Test Given	(6) IQ Score	(7) Actual Grade Level at Time Achievement Test Given	Name of Standardized Ach
(Examples)							
Brown, Mary	Calif.	S-F	1H	10-11-67	127	4	Calif.
Johnson, Jim	Otis	A	Beta	11-8-67	134	7	Metro.
Smith, Joe	Otis		Gamma	11-9-67	120	9	Stanfor

Appendix A-4

XCEPTIONALLY TALENTED PUPILS--1969-70 Admin. Unit_____ Code_____

_____ Type Class or Subject Area_____ Projected Grade Level (1969-70)_____ Teacher's Name_____

_____ Roster I.D. Symbol_____

(Enter above a symbol to distinguish this roster from your others.)

phabetically the names of eligible pupils that comprise one class. (Use both sides and/or cessary.) The information requested for each pupil should be taken from his/her latest test t test produces a total battery grade placement score or a score which indicates overall is score under item 12. Otherwise, the achievement test score will be the battery mid-score e reported in either grade equivalent units (item 13) or percentile rank units (item 14). uides.

Group Intelligence Test Data					Standardized Achievement Test Data								
(2) Name of Group IQ Test	(3) Form	(4) Level	(5) Date IQ Test Given	(6) IQ Score	(7) Actual Grade Level at Time Achievement Test Given	(8) Name of Standardized Achievement Test	(9) Form	(10) Level	(11) Date Achievement Test Given	(12) Total Battery Grade Placement Score	(13) Battery Mid-Score (median) in Grade Equivalent Units	(14) Battery Mid-Score in Percentile Rank Units
(Examples)												
lif.	S-F	1H	10-11-67	127	4	Calif.	W	U.Prim.	3-15-68	6.8		
is	A	Beta	11-8-67	134	7	Metro.	B	Advan.	4-17-68		9.8	
is		Gamma	11-9-67	120	9	Stanford	X	H. S.	4-18-68			92

Appendix B-1

September 12, 1969

In order to prepare a directory of the names and school addresses of teachers working in the Exceptionally Talented Program, we would appreciate your supplying us the information requested on the enclosed form. Please include information on teachers who are paid from your Exceptionally Talented Allotment, the Nine Months School Fund (including 1 for 15 Allotments), and those whose salaries are paid from Local Funds.

Please complete and return the enclosed form not later than September 23, 1969.

Sincerely yours,

Edd McBride, State Supervisor
Section for the Education of
Exceptionally Talented Children

EM:jcf

Enclosures 2

The second copy is for your files.

Appendix B-2

NORTH CAROLINA
STATE DEPARTMENT OF PUBLIC INSTRUCTION
EXCEPTIONALLY TALENTED SECTION

Please list the names of ALL TEACHERS specifically assigned to teach Exceptionally Talented Students for the 1969-70 school year.

Indicate in the appropriate column whether the teacher's salary is paid from funds provided in the Exceptionally Talented Allotment, the Regular 9 Months Allotment, the 1 for 15 Allotment or Local Funds.

ADMINISTRATIVE UNIT _____ SUPERINTENDENT _____

NAME OF TEACHER	NAME OF SCHOOL(S)	Subject Area(s)/ Grade Level	Salary Paid From: (Check One)			
			Except. Tal. Allotment	Regular 9 mos. Allotment	1 for 15 Allotment	Local Funds
1.						
2.						
3.						
4.						
5.						
6.						

ADMINISTRATIVE UNIT

SUPERINTENDENT

NAME OF TEACHER	NAME OF SCHOOL(S)	Subject Area(s) / Grade Level	Salary Paid From: (Check One)			
			Except. Tal. Allot-ment	Regular 9 mos. Allot-ment	1 for 15 Allot-ment	Local Funds
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						

NOTE: Please complete and return by September 23, 1969, to Mr. Edd McBride, State Supervisor, Section for the Education of Exceptionally Talented Children, Department of Public Instruction, Raleigh, North Carolina.

USE EXTRA SHEET, IF NECESSARY

DATE

Appendix C

October 28, 1969

TO: County and City Superintendents

FROM: Edd McBride, Supervisor, Section for the Education of Exceptionally Talented Children

SUBJECT: Tally of Students Receiving Instruction in Special "High Ability" Classes

The tally of students receiving instruction in special "high ability" classes is not reported as such on the monthly Principal's Report. However, this information is needed to help the State Board of Education make decisions in regard to these classes. Please assist in this endeavor by completing the following three items:

ITEM 1. _____ HAS/HAS NOT (cross out one) established exceptionally talented (ET) or high ability classes.
(Administrative Unit)

ITEM 2. The total number of students in these classes supported by special exceptionally talented teacher allotments as of September 30, 1969 was _____.

ITEM 3. The total number of students in these classes supported by other financial arrangements (Regular School Allotment, 1 for 15 Allotment, Local Funds, and Title III) as of September 30, 1969 was

SUBJECT: Tally of Students Receiving Instruction in Special "High Ability"

SUBJECT: Tally of Students Receiving Instruction in Special "High Ability" Classes

The tally of students receiving instruction in special "high ability" classes is not reported as such on the monthly Principal's Report. However, this information is needed to help the State Board of Education make decisions in regard to these classes. Please assist in this endeavor by completing the following three items:

ITEM 1. _____ HAS/HAS NOT (cross out one)
(Administrative Unit)
established exceptionally talented (ET) or high ability classes.

ITEM 2. The total number of students in these classes supported by special exceptionally talented teacher allotments as of September 30, 1969 was _____.

ITEM 3. The total number of students in these classes supported by other financial arrangements (Regular School Allotment, 1 for 15 Allotment, Local Funds, and Title III) as of September 30, 1969 was _____.

Please be cautioned that if some of your students are in more than one ET or high ability class, ie., rotate between teachers for subject area instruction, they should be counted just one time for purposes of this report. If it happens that some rotate between classes that are supported by both special ET teacher allotments and one of the other four financial arrangements, please report the students only within the count for ITEM 2. In other words, the count for ITEM 3 should not include students who may be receiving some of their instruction in a class supported by a special ET teacher allotment.

Thank you in advance for your time and effort.